

The Bulletin

OF THE NATIONAL ASSOCIATION OF

Secondary-School Principals

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The Administrator At Work^{COPY}

INCLUDES a group of articles dealing with various phases of administration and supervision in the secondary school which reflect present-day theory and practice. Successful practices are herein described by those who were the guiding hands in their conduct. Related areas included are a list of approved national contests, the part of the school in the Civil Defense program, and a comprehensive annotated bibliography of school and college information.

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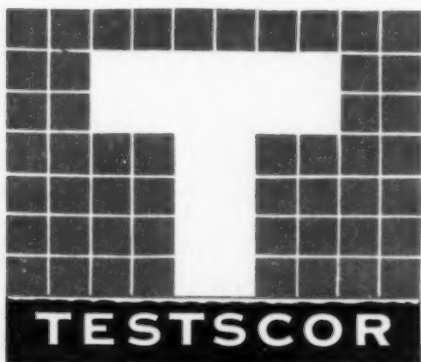
NUMBER 188

Service Organ for American Secondary Schools

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1952-53

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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National Contests for Schools—1952-53

National Contest and Activities Committee of the National Association of Secondary-School Principals

AN important and valuable professional service on national contests in secondary schools is given to secondary-school administrators twice during a school year, in the October and February issues of *THE BULLETIN*, by the National Contest and Activities Committee¹ of the National Association of Secondary-School Principals. These contests, generally competitive for pupils throughout the country, are offered to the schools by industrial, business, and institutional firms, organizations, and associations which recognize the winning students with prizes and awards. School principals are urged to consult the October and February issues of *THE BULLETIN* for the current reports of the National Contest Committee.

A. RECOMMENDATIONS FOR PARTICIPATING IN NATIONAL CONTESTS IN SCHOOLS

Several years ago, there was an insistent demand by many school administrators that the National Association of Secondary-School Principals study the growing issue of all kinds of nonathletic contests that were being brought to the secondary schools in increasing number annually. A national contest committee was appointed to make a thorough study of the prevailing national contest situation. In general, it found that many school principals and teachers were opposed to national contests, especially the essay-type contests. All schools seemed to have past experiences where pressures were put on the school to participate and "give itself over" to the benefits promised school youth, even if the contest carried some implied and subtle commercialism or propaganda. The committee, however, found that there were many national contests that were relatively free of commercialism and propa-

¹The National Contest and Activities Committee: George A. Manning, *Principal*, Muskegon Senior High School, Muskegon, Michigan, *Chairman*; George L. Cleland, *Principal*, Ingalls Junior-Senior High School, Atchison, Kansas; Robert L. Fleming, *Principal*, South High School, Youngstown, Ohio; John M. French, *Principal*, La Porte High School, La Porte, Indiana; and Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South La Salle Street, Chicago 3, Illinois.

ganda and that both the school and youth would have a beneficial educational experience in participation in some national contests regardless of prizes won. The committee recommended:

1. *School Participation*

- (a) On a national basis—That a school confine its participation to those national contests that are currently placed on the approved list by the National Contest and Activities Committee.
- (b) On a state basis—That schools limit their participation in contests and activities sponsored by their own high-school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve statewide or local contests and activities, and approved lists are available from officers of state high-school organizations.

2. *Student Participation*

- (a) That, if a school participates in any contest or activity outside the state, no student should be absent from school more than five school days for a single contest or activity.
- (b) That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.
- (c) That no high school should enter more than two regional or two national contests per year in which ten or more students from that school are involved initially, except scholarship contests.
- (d) That no individual student should participate in more than one contest in each of the six categories on the approved list except where scholarships are involved.

3. *Essay Contests*

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five students in each school shall not be considered official school participation.) Participating in essay contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

4. *School Policy*

That all secondary schools take a firm and consistent position on nonparticipation in unapproved national and state contests and activities.

B. APPROVED NATIONAL CONTESTS

The National Contest and Activities Committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. These were developed and revised out of the experience of those who had the greatest experience in national contests. The following criteria are used by the National Contest and Activities Committee in evaluating all national contests for placement on the *Approved List of National Contests for Secondary Schools*:

1. The purpose and objective of any contest or similar activity must be sound and timely:
 - (a) The contest must be a worthy activity.
 - (b) The activity must be stimulating to student and school.
 - (c) All contests must be desirable activities for the schools.
 - (d) The activity and award should be philanthropic whenever possible:
 - (1) Scholarships for worthy students.
 - (2) Useful prizes and awards.
 - (e) The educational values must always outweigh commercial aspects of activity.
2. Contest or similar activity should be well planned and have adequate and impartial evaluation.
3. Contests should not duplicate other contests or activities sponsored by other organizations. The same organization should not conduct more than one national contest in the same school year.
4. Awards and prizes, soundly and fairly determined, must be adequate in number and amount.
5. The contest must not place an excessive burden on student, teacher, and/or school.
6. Contest must not require excessive or frequent absence of participants from school.
7. The subject of an essay or similar contest must not be controversial, commercial, or sectarian. Propaganda, good or bad, should be avoided.
8. The organization offering the contest or other similar activity must be engaged in a creditable or generally acceptable enterprise or activity regardless of the kind and character of prizes offered.

C. THE APPROVED NATIONAL CONTESTS FOR 1952-53

The National Contest and Activities Committee has again considered the applications for national school contests by firms, organiza-

tions, and institutions outside organized educational agencies. The following national contests have the approval of the Committee and are suggested to schools as the only national contests from which they should choose during the school year 1952-53. Additional contests, if any, will be considered by the National Contest Committee in December, 1952, and announced in the February, 1953, issue of THE BULLETIN.

SPONSORING AGENCY

NATIONAL CONTEST APPROVED

Agriculture Contests

Future Farmers of America, Office of Education, Federal Security Agency, Washington 25, D. C.

Livestock, Dairy, and Poultry Judging

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts

a. Vegetable Demonstration and Judging
b. Production and Marketing Contest
c. Muck Crop Show

Art Contests

American Automobile Association, 17th Street and Pennsylvania Avenue, N. W., Washington 6, D. C.

Traffic Safety Poster Contest

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana

Poppy Poster Contest

Fisher Body Division, General Motors Corporation, Detroit 2, Michigan

Craftsman's Guild

National Scholastic Press Association, 18 Journalism Bldg., University of Minnesota, Minneapolis 14, Minnesota

Photographic Contest

National Wildlife Federation, 3308 Fourteenth Street, N. W., Washington 10, D. C.

Poster Contest

Essay Contests

Advertising Federation of America, 330 West 42nd Street, New York 18, New York

Essay Contest

Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts

Essay, Story, and Poetry Contest

L. & C. Mayers Co., 516 West 34th Street, New York, New York

Essay Contest

Improved Order of Red Men, 1521 Girard Avenue, Philadelphia, Pennsylvania

Essay Contest

Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri

Essay Contest

National Association of Real Estate Boards, 1737 K Street, N. W., Washington 6, D. C.

Essay Contest

National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.

Essay Contest

National Sales Executives, 136 East 57th Street, New York 22, New York

Essay Contest

National Tuberculosis Association, 1790 Broadway, New York 19, New York

Essay Contest

Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.

Essay Contest

Propeller Club of the United States, 17 Battery Place, New York, New York

Essay Contest

Forensic Contests

Future Farmers of America, Office of Education, Federal Security Agency, Washington 25, D. C.

Oratorical Contest

Improved Benevolent and Protective Order of Elks of the World, 390 Beale Ave., Washington 2, D. C.

Oratorical Contest

National Americanism Committee of the American Legion, 777 North Meridian St., Indianapolis, Indiana

Oratorical Contest

National Association of Radio and Television Broadcasters; Radio-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W., Washington 6, D. C.

Voice of Democracy Radio Speech Contest

National Forensic League, Ripon, Wisconsin

Forensic Contest

Ohio State University, Speech Department, 205 Derby Hall, Ohio State University, Columbus 10, Ohio

Forensic Contest

Supreme Lodge, Knights of Pythias, 1054 Midland Bank Bldg., Minneapolis 1, Minnesota

Oratorical Contest

Home Economics and Industrial Arts

Ford Motor Company, 3000 Schaefer Rd., Dearborn, Michigan

Industrial Arts Awards

National Red Cherry Institute, 322 South Michigan Avenue, Chicago 4, Illinois

Baking Contest

Scholarships

American Association for the United Nations, Inc., 45 E. 65th St., New York 21, New York

Scholarships or Cash Awards

Bausch and Lomb Optical Company, 635 St. Paul St., Rochester 2, New York	Scholarships
Consolidated Freightways, Incorporated, P. O. Box 3618, Portland 8, Oregon	Scholarships
Elks National Foundation Trustees, 16 Court St., Boston 8, Massachusetts	Scholarships
New England Textile Foundation, 68 South Main St., Providence, Rhode Island	Scholarships
Scholarship Board of the National As- sociation of Secondary-School Princi- pals, 1201 16th St., N. W., Washington 6, D. C.	National Honor Society Scholar- ships
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search
Westinghouse Educational Foundation, Carnegie Institute of Technology, Pitts- burgh 13, Pennsylvania	Scholarships
Quill and Scroll Society, 111 West Jack- son Blvd., Chicago 4, Illinois	Scholarships (Journalism Writing)
Quill and Scroll Society, 111 West Jack- son Blvd., Chicago 4, Illinois	Scholarships (Political Quiz II)
<i>Miscellaneous Contests</i>	
American Association of Teachers of French, Southwestern, Memphis 12, Tennessee	French Examination
Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination
Future Scientists of America, National Science Teachers Association, 1201 16th Street, N. W., Washington 6, D. C.	Science Achievement Awards
Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Il- linois	Best Teacher Selection
Scholastic Magazine, Inc., 351 Fourth Ave., New York 3, New York	Art, Literature, and Music
Science Clubs of America-Science Service, 1719 N St., N. W., Washington 6, D. C.	National Science Fair
Teaching Aids Exchange, Inc., Mo- desto, California	Commercial Examination

Civil Defense and the School Principal

AN EDITED CONSOLIDATION OF REPORTS PREPARED BY A
COMMITTEE* APPOINTED BY THE NATIONAL ASSO-
CIATION OF SECONDARY-SCHOOL PRINCIPALS
AND THE DEPARTMENT OF ELEMENTARY-
SCHOOL PRINCIPALS, DEPARTMENTS OF
THE NATIONAL EDUCATION
ASSOCIATION

INTRODUCTION

PRINCIPALS have been alerted to new responsibilities resulting from the program of civil defense in schools. They have had to consider emergency situations in the event of an enemy attack. The persistent tensions resulting from conflicting ideologies among world powers have led to the integration of civil defense concepts into the entire curriculum of their schools. Opportunities for forthright leadership have been increased for them.

A report on civil defense has been prepared by thirty representatives from six departments of the National Education Association.

*This report on civil defense has been released by the Federal Civil Defense Administration, Washington, D.C., in co-operation with Departments of the National Education Association. The committee members are as follows:

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HEDWIG PREGLER, *Principal*, Colfax School, Pittsburgh, Pennsylvania

JULIA B. SCHMIDT, *Principal*, Farragut School, St. Louis, Missouri

This part of the report is released jointly by the Federal Civil Defense Administration in co-operation with the Department of Elementary Principals and the National Association of Secondary-School Principals, departments of the National Education Association.

I. THE NEED FOR CIVIL DEFENSE

Feeling safe behind the barriers of the rolling Atlantic and the broad Pacific, we Americans have considered that our land is a haven for the oppressed of the world who seek to live in peace and tranquility and to work for the welfare of mankind.

Today we face the fact that a mighty opposing force that does not respect the rights of individuals has come into being. This force—Communist Russia—avowedly looks with hostility on the freedom-loving nations of the world as a roadblock in its path to world domination. Hence, we have the reality of two mighty nations embracing separate and distinct concepts of a way of life standing at the crossroads of peace and war. Each has its friends and each its enemies. Until the forces of international diplomacy find a way out of this dilemma, there will be danger of war coming to American shores.

When mankind faces a threatening situation, the problem is first of all one of survival. Then the increase of strength becomes the goal. Every step in the development of a more effective civil defense increases the strength of America and makes an attack less likely.

Civil defense in the home, in the school, and throughout our land is clearly a warning to the Communist aggressor that we have some planned protection for civilian life and industry and that we will fight to defend and protect our free way of life. If interference comes, those that interfere must pay a price. Free man will make the initial gains of an aggressor insignificant in comparison with the ultimate cost he must pay.

II. THE NEED FOR CIVIL DEFENSE EDUCATION

Under Public Law 920, the 81st Congress established the Federal Civil Defense Administration through which an over-all plan for nationwide civil defense is being translated into a definite program.¹ Such a program can be successful only in so far as the people of the United States recognize it as an urgent necessity and clearly understand that it concerns the total population. Should an attack come, every section

¹The Federal Civil Defense Act of 1950 specifies that on the pre-attack phase FCDA is advisory and exercises no command function over the State. The State is the key operating unit.

of the country will be affected and all should be ready to render aid and support to areas receiving direct hits.

A staff college under the direction of the Federal Civil Defense Administration is training leaders from all sections of the country in the skills and knowledges necessary to plan broad civil defense programs. Other training schools have been established in strategic sections of the country to train civil defense workers, but only a very small proportion of the manpower needed to cope with the dangers of attack can be trained in these schools. An adequate civil defense demands the mobilization of 150,000,000 Americans keenly aware that freedom is at stake and that every citizen has a responsibility for its preservation. The staff college and training schools are the centers where key leaders are being trained; ultimate success of the training depends upon ability of these trainees to make the people of their communities aware of the true situation and to train them in civil defense skills and knowledges.

The Federal authorities recognize the need for civil defense education. The program should be implemented in local areas throughout our country.

Public apathy is the first obstacle to overcome. Such apathy results from ignorance of the true nature of the struggle for survival which our country faces. Until all Americans are aware of the fact that a great power, through its philosophy of aggressive expansion, is threatening free people everywhere, apathy will continue to retard progress in meeting the threat. It is imperative, therefore, that education inform citizens, young and old alike, of this threat to their very existence. Once this is accomplished, apathy will disappear.

In the process of overcoming apathy, it is important to take care that apathy shall not be supplanted by fear—a fear that might paralyze our people and make them ineffectual in time of an emergency. This fear can be overcome by careful study of the potential enemy's intent, his capabilities of carrying out that intent, and how best to meet it.

The education of the whole community calls for community co-operation on a wide scale to meet the common danger. No one group of people should have the sole responsibility of meeting this danger; never before has it been so imperative that all shall join together in this common effort for survival.

III. THE ROLE OF THE SCHOOLS IN CIVIL DEFENSE

Planning for the Emergency

The schools throughout the country have a definite part to play in co-operation with the civil defense authorities in each local community.

The individuals delegated by the school superintendent to work out the plan for civil defense in the schools should work at all times in harmony with the office of the local civil defense director. Under an over-all plan, details concerning shelter areas, drills, window protection, activities during prolonged periods of warning, fires, control of inflammable materials, and similar precautionary measures with a view to the protection of the school population should be carefully worked out.²

All teaching and service personnel—administrators, teachers, custodians, office workers—should take courses in first aid, and/or home nursing under certified instructors. Within the school itself, first-aid instruction should be provided for all students capable of understanding and practicing it.

School plants and equipment are very important resources in the local community's total defense plan. The plants may serve as auxiliary hospitals, evacuation centers, or emergency housing units; their cafeterias are important as feeding stations; school buses have their place in emergency mass movements.

In the type of attack modern warfare makes possible, schools far removed from critical areas should be ready to serve in an emergency. No school district is too far removed from critical areas to offer its facilities in time of emergency.

Education for Civil Defense

The nation faces the possibility of devastating attacks against its military, industrial, and civilian populations. As educators interested primarily in fostering, promoting, and perpetuating the American way of life, it is our duty to take steps now which will relate our school curriculum to the needs of civil defense. Unless our schools can strengthen and extend their services to include the new areas brought about by the present world crisis, our heritage of freedom may completely disappear.³

The entire school program needs to be reappraised both in terms of the immediate and the long-range civil defense needs. Many areas of the school curriculum can contribute to civil defense education. For example, the social studies, geography, civics, American history, and economics provide excellent opportunities to present understandings of our democratic heritage. Here the emphasis always has been to develop an intelligent, reliable, and active citizenship with an understanding and acceptance of the American way of life.

²*Civil Defense in Schools*, TM-16-1, FCDA, gives these details.

³See *Interim Civil Defense Instruction for Schools and Colleges*, TEB-3-1, FCDA. Also *Annotated Civil Defense Bibliography for Teachers*, TEB-3-2, FCDA.

Some areas of the curriculum may be enriched through modification of them to include civil defense education materials. One of these areas might well be science. Such subjects as general science, chemistry, biology, and physics provide opportunities to develop understandings of the technology involved in modern warfare. Another example might be drawn from the broad area covered by health, safety, and physical education. In some schools first-aid instruction should be given greater emphasis in order to help students to become more self-reliant and skilled in helping others in an emergency.

Whatever is done in curriculum modification should be developed by local school personnel in harmony with the imperative needs of youth. The educational process takes place both in specific subject matter areas and also in the so-called extra- or co-curricular activities of boys and girls. These activities are important parts of the school program and their usefulness in civil defense education should not be overlooked. Many school systems throughout the country have already found that such activities can contribute to both the school and the community civil defense programs. These activities should be extended in order that every student will have experiences which will develop understandings, attitudes, and skills necessary for safeguarding life and property in the period of world tensions.

The student council offers an excellent opportunity to put the principles of democracy into practice. Good citizenship is developed through good citizenship practice. Elections find and develop capable student leaders. Regular meetings give members training and practice in democratic group methods. Problems arising in the minds of students are presented to the council where they are seen in a wider frame of reference; here they are discussed and acted upon for the general welfare of the school before they are reported back to the student body for action. Projects requiring that large numbers of students work together are sponsored. Such experiences make the student council a natural place for a large segment of the school to participate in the planning, execution, and evaluation of the civil defense needs of the school and community.

Other student groups include the Junior Red Cross, 4-H clubs, Hi-Y, Y-teens, Junior Achievement clubs, student forums, discussion groups, assembly programs, and many others. Many of the civil defense objectives can reach the student body through activities of these groups. For example, they can do much to dispel apathy among fellow students by holding a series of open meetings or assemblies on any one or more of a number of subjects pertaining to civil defense. Members may be asked to act as student wardens and to maintain order

during security drills. Certain tasks such as closing windows, pulling curtains, shutting doors, and regulating traffic may be assigned to responsible student leaders in such organizations. Their student officers may speak on assembly programs or before small groups on civil defense. Older students may be encouraged through organizations to volunteer their services and to take special training as assistant wardens, fire fighters, first-aid helpers, or as messengers.

These are but a few of the ways in which student organizations may assist the school staff in maintaining an active interest in the school and community civil defense programs. Pupils should be encouraged to participate actively in the school and the community civil defense programs to an extent consistent with the age and ability of each.

Community Co-operation

Schools are always alert to opportunities for the development of mutually helpful contacts with people and organizations in their communities. In a community where there is either complete disregard of the community by the school or dominance of the school by the community, civil defense can be the means of uniting the two. Civil defense is a good answer to that problem, for the school and community are united in a common aim for self-preservation and continuance of the American way of life. The school should recognize civil defense resources that may be used in the instructional program. Civil defense authorities should give advice on technical matters such as shelter areas, glass hazards, or radiation danger; they should publish their over-all plans for community defense. The educational authorities should participate in this planning and should accept the responsibility for instructing the pupils in all phases of civil defense. It should also inspire the students to take their place in the local civil defense program when they leave school. In many cases, this instruction will be carried into the home; thus the school serves as a valuable source of information and as a spur to interest in the whole community. Understanding, tact, and skill will be necessary in interpreting the civil defense regulations to the pupils and, in turn, in presenting the school's point of view to outsiders.

The school principal usually belongs to one of the service organizations of the community such as the Rotary or Kiwanis Club. Here he can use his influence to alert these groups to the threat to American freedom and can help in their planning of civil defense programs.

Every community has youth organizations such as boy scouts, junior sections of community groups, or clubs connected with churches. Here, the young people can put to good use their skills in group tech-

niques, forum discussions, and committee activity that the school has taught as they carry the story of civil defense to the community. The character traits of self-sacrifice and a sense of responsibility that are developed in the school atmosphere are tested in the real life situation of the community group.

Now, as never before, the need for community unity for civil defense is imperative. If we do not get such unity, there will be less opportunity for that basic element of American life to continue—for the strong local governmental group to see its own problems and solve them. Schools have a unique opportunity to help restore this fundamental aspect of American democracy. Let it not be said that they let it slip by!

IV. RESPONSIBILITY OF THE PRINCIPAL

The duties of a school principal in normal times seems so all-absorbing that it is almost impossible for him to reorient his thinking and his work. Yet, this is what he must do. He is the responsible head of the school, and on his shoulders rests the weight of initiating, inspiring, developing, and co-ordinating the total program. If he is sufficiently convinced of the need for civil defense education, his school will have it! One look at the motion pictures of the wartime London fires or the wreckage of Hiroshima will make anyone think seriously of the emergency nature of civil defense; but it is very easy for everyone, including principals, to think that "it can't happen here."

The principal should take more than a passing interest in the foreign policy of Russia and her continuous advance toward objectives of world domination, her potential military strength, and in the containment policy of the United States and the important part civil defense plays in that policy. Meditation on these matters should convert him to an active appreciation of the need for effective civil defense. It means additional study and planning, but the integration of civil defense into the curriculum and life of the school will be both the carrying out of a patriotic duty and a stimulation to the spirit of the school. It must be reiterated and underlined—the principal must be convinced in his own mind and heart of the seriousness of the problem.

As the leader of the school, the principal has many responsibilities. The safety and security of the pupils, the plant, and the staff at all times are fundamental. This is a troubled world so that now he must plan carefully and rehearse frequently in order that danger of panic is eliminated and the response becomes automatic. As has been emphasized in other parts of this report, it is assumed that the principal will have these plans worked out in co-operation with civil defense

authorities and under direction of the superintendent of schools. For years principals have successfully conducted fire drills; today deaths seldom occur due to fire in school buildings. The same appreciation of need for precautions against bombing will bring good results.

Another section of this report recommends the formation of a plan for emergency safeguarding of school life and property. This planning is not a one-man job; these plans are not made by the principal independently, but it is clearly his responsibility to *see that plans are made*. He sets the tone for the seriousness with which these problems are approached. The principal should see that the shelter areas are chosen, signs indicating them are made and properly placed, diagrams are drawn for the allocation of pupils during a drill, a standard of behavior is maintained in pupil shelters, adequate provision is made for care of possible injured, and that the entire building is supervised. He must foresee every contingency and plan for it in advance!

The principal must consult with custodial and other service personnel such as dieticians, and office workers to plan for the security of the plant and other school property. Fire protective devices should be ready for use, and the custodial help should know their stations and be trained in their duties.

Pupils should develop confidence in their ability to meet all attacks without fear or panic. It can be taught and has been done in hundreds of classrooms by intelligent and resourceful teachers who take their cue from the principal.

When the planning has been completed, the time has arrived for rehearsal. Here the duty of the principal is more than the ringing of a bell for a drill—he must observe, evaluate, effect corrections, collect recommendations, and revise the plan in the light of the happenings. When it is felt that a satisfactory plan has been developed, the principal should call for rehearsal under a variety of possible conditions such as drill for a raid with no warning, a raid with warning, a raid at lunchtime, a raid while the pupils are at assembly, a raid while the pupils are passing from class to class, and for a raid when the electric power has failed.

This entire maneuver is a big teaching project. The principal must provide the motivation, arrange for the formulation of the plan, present the plan to the staff through good teaching and supervisory techniques, conduct rehearsals, evaluate the plan in the light of experience in rehearsals, improve it, and then drill on it, regularly and thoughtfully. It may become routine, but the principal should allow no relaxation of control either among students, staff, or teachers.

While the responsibilities of the principal in the area of instruction are those which have always been inherent in his position, new and somewhat different facets of instruction and instructional procedures will be recognized. The principal as the educational leader of his school should give emphasis to the importance of integrating civil defense instructional materials into the framework of his present curricular offering.

Instruction concerning civil defense cannot be a packaged program. It should not be taught for a few days or weeks and then laid aside.^{*} Neither should it be the single consuming theme of all pupil activity. Rather it should be appropriately included at the many points in the total curriculum where its application and utilization is consistent with on-going classroom activities. This is not easy. The principal should initiate and, in co-operation with appropriate supervisory personnel, establish the beginning work stages of faculty committees assigned to develop integration of civil defense materials into several subject matter areas. This will be especially necessary in areas of the social studies, science, health, and physical education. In many schools the principal will extend the emphasis to additional areas.

Inherent in the education of children and youth in the latter half of the twentieth century is the need for pupils to understand the implications of conflicting ideologies as they affect their personal dignity and sacred freedoms and the resulting problems of foreign policy and good government. Also pupils should acquire the skills and attitudes which assure self-preservation and community well-being under all circumstances. Pupil attitudes, knowledges, and skills ultimately are a responsibility of the school principal as an educational leader.

Moreover, the planning for effective instruction which will develop pupils' understandings, skills, and desirable attitudes will extend the principal's job beyond the limits of his school. At an early stage it will become obvious that the role which his school must play in the total program of the community's civil defense is but a co-ordinate part of a much larger program. He should align his efforts with those of people whose specific responsibilities for civil defense are more extensive. The suggestions and recommendations of these people should be included in his program so that his efforts will add to the over-all strength of effective community action. These suggestions and recommendations will be particularly helpful as they apply to safety drills and co-operative assistance in preparation for an emergency.

As an educator, the school principal should share in providing the public with an understanding of the need for continuous participation in the community's program. In this he will have opportunity to join

with other community leaders in a highly worth-while community service. Here again the basic responsibilities of the principal remain unchanged; rather, with recognition of the need for particular emphasis on civil defense, he will avail himself of the opportunities to fulfill his unique and personal role as an effective citizen.

V. THE SPECIFIC CHALLENGE

To the school, civil defense is a challenge! Boys and girls in today's elementary and secondary schools are the dynamic men and women leaders of tomorrow. To many pupils, it is the introduction to a life of new realities away from the sheltering influences of home and parents.

In handing down the knowledge of the past, the school must be ever mindful of the demands of the present and of the outlook for the future. In the past American schools have met many demands and calls for service in new and untried fields. Old tasks have been moved aside for new duties; old facts have been found applicable to new settings. And so today the schools must shield and protect their product and build into children's fiber in the formative years those patterns of life that will make children and youth self-reliant, resourceful, and strong in the face of danger.

Civil defense education in the schools and in life is an essential part of the education of boys and girls and men and women in the struggle for the maintenance of "life, liberty, and the pursuit of happiness."

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Many of the following FCDA publications grouped in broad areas are not limited to one or even two subjects of the school curriculum. Desired copies may be produced at nominal cost from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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Civil Defense Nursing Needs
Clergy in Civil Defense, The
Engineering Services
Fire Services
Nurse in Civil Defense, The
Police Services
Women in Civil Defense

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Adminstration: Facilitating General Education in the Junior College

B. LAMAR JOHNSON

THE chief administrators and their associates in California junior colleges inevitably deal with a vast complex of problems. By reason of the state school law and code and under the organization of public education in California, they co-ordinate their work with the State Department of Education. To launch a new junior college, the administration must have its plans approved and its site, financing, and building program discussed with specialists in the State Department of Education. The college must keep accurate accounting of enrollment and attendance in order to receive public funds for support. The junior college administration must also maintain most careful liaison with the district in which it operates, whether that be a unified high school and junior college district or strictly a junior college district spreading over several high-school districts. This liaison involves both professional association with all branches of local public education, with one or another type of school board, and with many kinds of public and private organizations.

Within the college itself the administration must deal with a huge variety of problems; the budgeting and expenditure of funds, the maintenance and repair of buildings, the landscaping of grounds, the purchase of supplies and enrollment, the recruiting and enrollment of students, the selection of faculty and non-instructional personnel, and the subtle human relationships involved in all of these.

The administration must exercise leadership in the formulation and development of curriculum. Here, obviously, it has many decisions to make as to the balance to be maintained among programs for transfer students, terminal vocational students, and adults. In planning general education for all of these, the administration finds it necessary to ex-

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amine and re-examine the processes and philosophies of this developing field. A decision must be reached whether or not to slant general education towards the "great books," the liberal arts, the survey course, or the functional needs of students and community—or to make a combination of some or all of these. Whichever type of program is launched, and however it may be proportioned, the administration is constantly faced with adjustments or with actual limitations in terms of physical facilities, community support, state and local funds, and faculty.

There is an increasing trend in California junior colleges toward co-operative planning which includes faculty members. The validity and importance of this trend is suggested by Kurt Lewin when he writes: "...the extent to which social research is translated into social action depends on the degree to which those who carry out this action are made a part of the fact-finding on which the action is to be based."¹

TYPES OF ADMINISTRATION

The importance of co-operative planning with faculty members, who share responsibility for developing the instructional program and for making decisions, is made amply clear by visits to representative colleges. For convenience, the kinds of administration seen can be summarized under four groups:

In one group the curriculum features essential to a vital program of general education appear to be present: course titles and patterns are based on commonly accepted needs of students and of society; the faculty is organized in divisional and other workable units, instead of by subject-matter departments; data regarding students, including ample test data, are assembled and made available to the staff; and trained faculty counselors are employed to serve students. Observation and reports from some such colleges reveal, however, a type of teaching which is uninspired and routine—actually based not upon student needs but rather upon the tradition of "what was done to me when I was in college." Inquiry into the reasons for the discrepancy between appearances and fact typically reveals an over-eager administrator who has planned and imposed a program on an unwilling or, at best, uninformed faculty. The program has the external characteristics of functional general education but the fundamental understanding, support, and creative planning of all faculty members—in the classroom, laboratory or shop, in the counseling interview, on the athletic

¹Kurt Lewin. *Resolving Social Conflicts*. New York: Harper & Brothers, 1948. P. 68.

field, or in the councils of student government—as well as that of lay committees and students, are inevitably lacking.

In a second group of colleges, this situation is sometimes reversed. All the externals of a traditional academic program are present. Course titles and numbers consistently parallel those of the state university. An apparently cumbersome and divisive subject matter, departmental organization is in vogue. No counseling and guidance program is featured in the administrative chart. But, despite the surface handicaps of the inherited trappings of traditionalism, there is found in a number of these colleges vital general education teaching and counseling. Because of effective administrative leadership and faculty understanding and co-operation, instruction and guidance based upon the characteristics and individuality of students and teaching which utilizes the resources of the community are found in abundance. Such an administration is concerned with human values and recognizes the individuality of both instructors and students, allowing them freedom, giving them responsibility.

In a third group of junior colleges, by far the most numerous, is found a potpourri of uninspired traditionalism and mass production education, along with samples of significant teaching based upon individual needs and upon the common requirements necessary for effective living. This kind of situation appears to stem directly from administration which may be of two sorts:

1. The administration may be of the *laissez faire* type. In such an event, instructors are almost completely free to teach as they choose, with little or no interference and with little or no stimulation or help. Such administration led a few faculty members at the 1950 General Education Workshop of this Study to remark, "In our college our big problem is to sell our administrator on the importance of general education." Actually most of these administrators are not opposed to general education. To them, however, it seems much easier to do nothing about it and to let matters run their course.
2. The administration may be of the *wait-for-our-chance* type. This includes a number of the most astute administrators in the junior colleges of the state—men who are concerned with individual students and their problems, men who see the need for reorganization and change in the programs of their colleges, but who are unwilling to make such changes until the faculty understand and accept the need for them.

While in some cases the *wait-for-our-chance* administrator seems to be near to the *laissez faire* one, in most cases he has long-range vision in curriculum planning, is so keenly aware of the potentialities and limitations of his various faculty members, and has such fine sense of faculty and institutional readiness that he neither over-presses and hurries developments nor permits them to lag behind the time of their

ripening. He gathers information and data from all possible sources, as a basis for his decisions. He gently needles, stimulates, and encourages teachers and lay groups. He praises rather than blames and, especially, he selects with care and works through his deans and other administrative colleagues.

In a fourth group of colleges are found the nearly ideal administrations. Student characteristics and needs are studied; the demands of society—local, state, national—are continuously investigated. Courses are built upon these. An effective form of faculty organization and the staff and machinery necessary for a sound counseling program is built. Faculty-wide understanding, interest, and enthusiasm essential for a functioning program of general education are developed. In some cases such programs are most easily developed in newly established junior colleges. There the administrator has an opportunity to employ a new staff. He searches out members who are committed to a common philosophy of functional general education. However, in established junior colleges, with insightful administrative leadership and with faculty-wide participation, sound programs of general education may be in the process of continuing development.

Conceivably a fifth type or group of junior colleges might have been found to extend the above list—a completely traditional type of college under the leadership of a complacent administrator. To the credit of the administrations and faculties of California junior colleges no such college was observed during the course of this Study.

EDUCATIONAL ENGINEERING

Obviously from what has been said, sound programs of general education cannot be developed without forceful, active, and enlightened leadership in administration. In view of the great complexity of policies and details and in view of the constant demands of petty and critical problems facing the junior college administrator in California, all of which activity is necessary to the instructional program, it is understandable that he should find it difficult to give the necessary attention and time even to such an important aspect of the curriculum as general education. To him it may seem "just one more of those things" pressing upon him in the midst of his vast multiplicity of duties. Even so, most of the junior college administrators have indicated a deep awareness of the importance and value of general education and, within the limitations imposed upon them, have demonstrated a willingness and frequently an eagerness to serve their students and their communities with rich offerings in this field.

The process of providing such programs involves, of course, the translation of ideas and concepts into practice. This is the very heart

of administration as it relates to general education. In the pages which follow, reference will be made to the process of educational engineering—a formula of procedure worked out by Charters and others over the past quarter of a century—and to illustrations of its four steps from the practices of California junior colleges.

Educational engineering involves four steps: (1) Define objectives; (2) Build a program designed to achieve the objectives; (3) Operate the program; and (4) Evaluate the program.² During this Study each of these steps has been observed in action, though frequently not in the complete cycle and order suggested. Some of these are illustrated in the following pages.

1. *Define Objectives.*

During the 1950 General Education Workshop, with which this Study opened, definition of the goals of general education was given priority. Administrators and entire faculties in a large number of California junior colleges have joined to work on the formulation of general education objectives as the basis for building their programs. Even before this study was launched a number of faculties, including those at Stockton College and at San Bernardino Valley College, had developed and accepted statements of goals which formed an initial basis for programs of general education. Among those which, during the current Study, have given particular attention to the consideration and formulation of goals are those at Santa Maria, Modesto, Bakersfield, East Contra Costa, Santa Ana, Antelope Valley, Riverside, and Shasta Colleges. In some of these the statement formulated at the 1950 summer workshop which opened this Study has been accepted with but few changes. In some, notably at Santa Ana and Riverside, students have worked directly with the staff in studying the purposes of general education as a basis for the acceptance of a statement of objectives.

In some of the colleges progress has been made in breaking down into specifics, classified, for example, under knowledge, attitudes, skills, and experiences. At Bakersfield this is being done on a faculty-wide basis across all areas and including all of the goals. Even more frequently is the process of defining specifics illustrated in the building of particular courses.

A notable characteristic of much of the work on the goals of general education has been its co-operative nature. Formulations have

² Adapted from W. W. Charters. "The Era of the Educational Engineer." Unpublished manuscript of address at Stephens College Conference on Educational Engineering, October 10, 1949; and W. W. Charters, "Is There a Field of Educational Engineering?" *Educational Research Bulletin*, 24: 29-37, 56. February 14, 1945.

not, for the most part, resulted from either acceptance and imitation of "plans" such as those at Michigan State or Chicago or from pronouncements by administrators. Rather they have emerged from administration and staff work and study. This factor is of basic importance to administration, for since a program must be operated by a faculty, its objectives must be understood and accepted by them; its objectives must be their objectives. At Antelope Valley a breakdown of the goals of general education was formulated by the director of the college, who then submitted his analysis to faculty members as one basis for examining their instruction. Later students participated in examining present offerings on the basis of a breakdown of objectives.

2. *Build a Program Designed to Achieve Objectives.*

Ortega y Gasset suggests both the importance of building on the basis of objectives and the validity of the concept of educational engineering as he writes: "An educational institution is a machine in that its whole structure and functioning must be devised in view of the service it is to perform.... Any alteration or touching up, or adjustment about this house of ours, unless it starts by reviewing the problem of its mission—clearly, decisively, truthfully—will be love's labor lost."³

The process of building involves the translation of generalities and abstractions found in statements of objectives into the hard reality of planning and operation. Junior college faculties are in various stages of program building. Those in some of the new junior colleges, such as Shasta and Contra Costa, are centering college-wide attention on this process. Following acceptance of objectives they are constructing their programs—through committee work and study, through faculty-wide conferences and meetings, through community investigation, and through the use of educational consultants.

At Santa Rosa the faculty general education committee is developing a two-track plan of general education, one for transfer and one for terminal students. Including largely courses at present offered by the college, the Santa Rosa faculty will, as part of its program building examine present offerings to determine what modifications may be necessary best to achieve the objectives accepted.

A considerable number of colleges are in the process of building particular segments of their general education programs. Previous reference has been made to the humanities course at San Bernardino. Planned on the basis of objectives accepted several years ago by the

³Jose Ortega y Gasset. *Mission of the University*. Princeton: Princeton University Press, 1944. Pp. 46-47.

administration and the faculty, this course was offered for the first time during the 1951-1952 school year. At Hartnell College, under the guidance of the administration, the science faculty is molding a program in science for general education. Notable in the Hartnell development is the utilization of a consultant and the holding of bi-weekly meetings with him. In these conferences science faculty members from other colleges, such as San Jose State, San Francisco State, and Stanford, also participate.

At Bakersfield the faculty is working on the development of a college-wide program in communication skills. All of the staff participated in defining objectives, in examining the contributions of their courses to communication skills, and in planning further integration and development. Moreover, several faculty members have visited selected junior and state colleges where vital programs in this field are in operation. Further, a communications workshop was held at the college with two specialists as consultants. Representatives from a number of other junior colleges contributed richly to the workshop discussion of the problem.

A somewhat different approach has been used at Harbor where a new course, Humanities and Social Affairs, has been authorized by the administration. Following agreement upon the objectives, the instructor tentatively planned materials and experiences which might contribute. She was convinced, however, that, if the course were planned to meet the needs of students, students should participate in building it. With this in mind, the instructor offered the course on an individual tutorial basis for two semesters. During the second semester of the 1950-51 school year, it was offered to a class group for the first time. These students also worked with the instructor in building plans for the future.

Though the course in Personal Finance at Fullerton has been offered for some years, the instructor is currently making such a thorough-going study of student and adult needs in the field, that work on this course is actually program building.⁴

Other examples of program building in many junior colleges might be listed. Enough has been reported, however, to illustrate types of construction now under way. In summary, it is to be noted that in some colleges a faculty-wide attack, under administrative leadership, is being made on building a total program or a partial one designed to achieve a particular goal of general education. In other colleges, departments, committees, or individuals, under assignment from adminis-

⁴For a more complete description of this course, see Chapter VII, pages 237-38 of *General Education in Action*. *op. cit.*

tration, are working on segments of the program. In some, students are participating. In some situations, program building may include the construction of detailed outlines, syllabi, and assignments for use in a course; in others, more flexible plans are made with particular assignments and other experiences selected in terms of, and often in cooperation with, the students enrolled.

3. *Operate the Program.*

In approaching the third stage of educational engineering, the administrator will find it essential to maintain flexibility and to be aware of a common danger faced jointly by him and his faculty colleagues. This is the danger of becoming so concerned with cleaning and oiling the machine and watching the wheels go around that its functions and purposes are forgotten. Flexibility, willingness to change, and acceptance of new ideas and plans, when they hold promise, are the keys to successful operation. As has been suggested, the operation may be of a total program or of one or more experimental segments which later, under sound administrative leadership, can be brought into a functioning, co-ordinated whole.

A major part of *General Education in Action* is given over to reporting such programs in action. Clearly in some colleges and in some parts of all colleges, the educational program lacks vitality and significance for the students for whom it is planned. A part of it identifies selected areas on which, it appears, work particularly needs to be done. If a program, whether it be a course or a curriculum, an area of counseling or an extraclass development, is based upon valid objectives accepted by administrators and all other participants in it; if it actually operates with these objectives in central focus; and if it is co-operatively developed, its success is virtually assured.

There are, however, in use in the junior colleges of California, a number of administrative plans designed better to facilitate the continuing operation of general education programs. Faculty meetings, committees, and conferences are, of course, used commonly and, at times, effectively. Among additional plans reported used with particular success are these:

a. *Pre-college faculty conferences.*—Faculty conferences of a day or so in length are commonly held. Typically, however, such meetings are largely confined to announcements or to routines of organization. More effective is the plan of having several days set aside, with problems considered, reports made, and planning carried on. These are carried on in a number of junior colleges.

b. *Institute programs.*—The Educational Code of the State of California requires teachers in public schools, including junior colleges, to attend a specified number of in-service training meetings, ordinarily referred to as "institutes." The theory of such institutes has been that the administration is required to provide consultants and other services designed to aid teachers in personal and professional development and advancement. At times, however, these sessions have been poorly administered so that teachers at all levels, from kindergarten through junior college, have found themselves meeting together to discuss, or hear discussed, problems pertinent only to a small portion of the group interested; for example, the teaching of reading in the elementary schools. Such abuse of the institute plan is rarely reported. Rather, the present trend is for the administration to place responsibility on teacher groups for planning their own institute sessions. Increasingly, such sessions become meetings and conferences in which instructors participate and from which co-operative planning develops. Ordinarily held under the auspices of county or city superintendents of schools, these programs upon occasion result in inter-college, inter-city, and inter-county exchange of experiences and reshaping of plans. In Southern California there have developed a series of group meetings among junior college instructors in similar fields of work, including communications, family life, social studies, and natural science. Among topics considered at institute programs for junior college instructors during 1950-1951 were these:

Teaching Public Speaking to Future Farmers
Audio-visual Materials for the Art Program
The Teaching Possibilities in Feature Films
The Problem of the Drop-out
Evaluating Student Progress
The Place of English in General Education
Problems in Teaching Family Relations

Properly used, with full consideration to problems of genuine concern to instructors and with their participation in planning and execution, the institute program provides an opportunity to contribute to the vital operation of general education programs.

c. *Visiting other junior colleges.*—At times, administrators arrange for instructors to visit other colleges when particular investigations are being made or are in prospect. Thus, announcement of the Los Angeles County Institute Program for 1950-1951 included provision for inter-visitation as a part of the plan. Under this plan individual instructors or groups of them may arrange for inter-visitation on the basis of their particular interests and concerns.

d. *Faculty organization.*—Different administrators adopt different types of faculty and curriculum organization. In a considerable number of colleges, they arrange for faculty members to have a large measure of responsibility for planning and carrying out faculty meetings. When during this Study, faculty meetings have been held to discuss general education, classroom instructors frequently (as at Long Beach and Ventura, for example) have presided and been responsible for the meeting.

A second aspect of faculty organization in general use among California administrators is the divisional, rather than the departmental, form. For this plan is claimed the advantage of breaking down segmentation by subject matter departments and yet providing workable units for courses and curriculum building. At Contra Costa both departments and divisions have been dispensed with by the administration for the purpose of building greater unity of faculty-wide attention to the student and his problems. Faculty members are directly responsible to a college dean. Particular recognition to general education is given by providing a director in the field for both campuses. In addition, East Contra Costa Junior College has a dean of general education.

e. *Consultants.*—Educational consultants, from colleges of the state, from other junior colleges, and from the State Department of Education are frequently employed by junior college administrators as they study their problems and project plans. In addition to the services of professors, special mention should be made of the University of California Office of Relations with Schools. This particular office has full-time staff members who have exercised long-time leadership in the junior colleges of the state. Their background, experience, and interests, therefore, make their continuing consultation particularly valuable.

A few administrators recognize the value of having a carefully selected consultant serve his institution and faculty over a period of from one to five or more years. This plan makes it possible to achieve the values of continuity and of mutual understanding between the administration and the total staff, on the one hand, and the specialist on the other. This procedure avoids one fault in the use of consultants for single conferences. Administrators report that single isolated visits at best give only temporary stimulus and at worst disturb rather than help the faculty. Thus in planning the general education program at San Bernardino, the college employed a consultant in this area for some three years during which the entire staff defined goals, shaped the program and started some of the operations.

f. *Advisory boards.*—If a single specialist consultant is valuable to the operation of an educational program, it would seem to follow that a board of consultants might be doubly valuable. Such boards also may provide continuity of assistance by serving over a period of years.

Boards are used extensively by California junior colleges in building and operating programs designed to prepare students for various vocations. It must be remembered that these are lay or industrial advisory boards, however. The supervisor of Trades and Industries in the Curriculum Division of the Los Angeles City Schools describes some of the values found and practices followed by the junior colleges of that system in using advisory committees. He says in part:

The use of advisory committees to assist in curriculum development has been successfully followed in the Los Angeles City schools during the past two years in apprenticeship and junior college vocational programs. This plan, however, is applicable to any situation where it is desirable to secure industrial or professional approval of a proposed course of study or training program....

The principal values in the advisory committee method of developing a curriculum outline are that course outlines are based and approved on industrial or professional needs; instructors know that what they are teaching is authenticated by the industry or profession served; the elapsed time from start of the first meeting until a training outline is completed and approved is usually not more than three weeks....

An occupational junior college terminal curriculum, whether it be professional, mechanical, distributive, or managerial, can be built around the duties and required technical knowledge of a particular occupation....

The establishment of a vocational course in a junior college presupposes that the graduates from the course will find employment in the field for which the training is given. The following steps have proved quite successful and logical in setting up a course outline....

1. Curriculum supervisor meets with the college administrators who select a temporary "survey" committee including at least one technical expert from the industry or profession to be evaluated.
2. This "survey" committee gathers data and evidence to discover the possibilities of employment in the proposed field of work.
3. If sufficient basic evidence is found, the college administrators together with key persons from labor and management who have been contacted, select persons who will be thoroughly representative of the industry or profession concerned to serve on an advisory committee.
4. A meeting place is then established and the committee meeting called.
5. During the interim, prior to the committee meeting, the curriculum supervisor holds a "preview" meeting with the school administrators and the proposed instructor....
6. At the first meeting of the committee, the college director presents a graphic analysis of objectives of the college, including aims and purposes, student selection, basic course or curriculum division of the college, and student progression procedures in school and "on the job"....

7. The conference leader then explains the purpose of the meeting and the methods of procedure....
8. Next, the conference leader discusses the employment opportunities and the job list prepared in the "preview" meeting. (This list, with the proposed school subjects, should be placed on the blackboard prior to the advisory committee meeting.)

After the questions, Are the vocational opportunities as listed complete? and, Are job lists complete? have been answered satisfactorily, the next question is, What subjects as listed are required for each job classification?

9. The next question is, What other subjects, if any, should be added? These are added to the list, resulting in a complete, industrially or professionally authenticated list of school subjects correlated with actual jobs....
10. A by-product of this analysis is the discovery of the "common denominator subjects" which serve as preparation or are basic to a number of different occupations. This information is very valuable to an instructor as he is then in a position to give definite and authentic information regarding training and preparation required for various occupations. Students are motivated to study the basic courses when they see the relationship between the course subjects and the employment requirements in a given occupation.
11. The next question has to do with suggestions as to special personal characteristics and fundamental educational requirements which should be possessed by students entering the specific trade or professional field under discussion. This list is excellent material for the school counselor.
12. The final question pertains to the employment opportunities in the geographical or trade or professional areas represented by the committee members. This information is valuable at the end of a semester or school year when students are seeking employment....

The course outline is then charted. This chart, when placed on the wall of the classroom, provides both students and instructor with an authenticated course outline which has been co-ordinated with the occupational set-up....

The curriculum development methods outline may be applied to trade school, evening school, or junior college subjects in which vocational preparation is the major objective. *Group opinions from experts are listed, analyzed, and organized into approved training programs*, making the whole development procedure simple, positive, and direct.⁵

This process as described is clearly adaptable for the development of programs of general education. Surely an advisory board or committee of leading and active citizens would be most helpful in developing a junior college program of citizenship education. Likewise, in the field of family life education, appreciation of the arts, and the like, carefully chosen committees and boards would be of the greatest service. Although California junior college administrators have made little use of advisory boards in developing programs of general education, some beginnings have been made. At Harbor, for

⁵J. Douglas Wilson. "Junior College and Apprentice Curriculum Construction Through Advisory Committees." *Junior College Journal*, 21: 207-211. December, 1950.

example, the advisory committee on technical English and that on nursery school education have both had significant influence on the development of the general education program of the college. Even more commonly, the work in vocational guidance and courses in vocational orientation and the choice of a career are assisted by both formal and informal advisory boards or committees selected by the administration.

4. *Evaluate the Program.*

The final step in the process of educational engineering is evaluation. With goals established and with the program built and in operation, it is absolutely necessary for the administrator and the entire staff continually to assemble evidence and information regarding student achievement and the success or failure of the program. Only by learning the results of their work can the administrator, working with the entire staff, wisely determine policy and plan improvements. The assessment of a total program in all of its aspects and relationships is so complex and difficult that few institutions in California or in the nation have resources to attempt it. Accordingly, evaluation is usually done piecemeal: through, for example, a follow-up study of former students; a study of the effectiveness of sectioning students in communications; or a pre-test, post-test evaluation of a course in American institutions.

Among California junior colleges, a good deal of sound evaluation is being undertaken. Stockton and Monterey Peninsula Colleges are initiating plans for comprehensive evaluation. At Monterey two members of the counseling staff with training in evaluation are working with the president of the colleges toward this end. One part of their plan is to apply evaluative instruments to groups of seniors in five high schools. The staff will then follow those who enroll in the college through their two years, measure them on the same or paired instruments, and study the results. The administration and faculty are convinced that this assessment will provide them with invaluable data, not only regarding the characteristics and needs of their students but also regarding their counseling and teaching program. The faculty at Monterey recognizes the values of subjective evaluation; particularly, insofar as outcomes other than acquisition of factual knowledge are concerned. In a presentation before the California State Junior College Association at Yosemite in November, 1950, the president of Monterey described a plan for subjective assessment in part as follows:

Recently at lunch, a couple of faculty members remarked about the changed attitude and behavior of two or three sophomore students who had as

freshmen come to us with notably boorish attitudes and manners. Within a relative short time these students have shown new attitudes of co-operation and politeness, and have come to recognize individual and group responsibility.

Following this informal luncheon chat, we held a faculty meeting at which this incident and others of like import were discussed. The suggestion was made that we as a faculty identify and agree upon selected values and patterns of behavior and develop for these a subjective rating scale for our use with students. Under this plan each faculty member would rate each student he knows well during the first two or three months of college. At the close of a student's second year he would be rated on the same items. We recognize that this plan would be open to all of the shortcomings of subjective evaluation. We believe, however, that one of the values will be to lead us more clearly to recognize that we have responsibilities beyond the teaching of skills and knowledge. We also have the responsibility for the development of attitudes and values.

It is usually found wise to set up evaluation procedures during the building and during the operation of the program. Hence, in the current Study, evaluation activities have in some junior colleges proceeded concurrently with program development, planning, and revision.

A considerable number of junior college faculties have, after accepting a statement of general education objectives for their college, circulated them to the teachers of each course in the curriculum and asked them to identify each goal of general education to which the course contributes. In several colleges this procedure has simply involved checking by:

Mark (X) opposite each objective to which, in your judgment, this course contributes.

In other colleges, however, instructors have been asked, as at East Contra Costa, to be more specific:

Indicate on this form the degree to which this particular course contributes to one of our objectives; moderately, considerably, or significantly. On the lines provided, write in the objective, and in the space provided, please show specifically by outline the contribution of this course to this objective.

At Ventura, at Modesto, at Stockton, and at Marin, instructors have analyzed their courses (1) on the basis of the goals of general education for which a given course is primarily responsible, and (2) on the basis of additional goals to which the course can and does contribute. These faculties have likewise identified specific illustrations and examples of contributions which courses make to particular objectives.

The general education committee at Santa Maria agreed that getting faculty judgments regarding the contributions of their courses to general education was sound procedure. "But," one member added,

"I am even more concerned about the extent to which my students believe they achieve the goals of general education in my classes." In consequence, a plan was developed for having students indicate in as specific terms as possible the contributions of each class to one or more goals of general education. This administrative technique of securing student opinion has been referred to in chapters of *General Education in Action*.

The administration at John Muir has supported a project which constitutes a considerable elaboration of these techniques. There, a thorough study was made of the judgments of faculty, students, and parents. The opinions sought included not only judgment regarding the importance of objectives but also regarding the extent to which these objectives are recognized and achieved at John Muir.⁶

It is, of course, clear that surveys of faculty, student, and patron judgment regarding the general education outcomes of courses and other college experiences are subjective. While their reliability and validity may not be established by the usual statistical processes, such surveys, nevertheless, ordinarily have validity in a very real sense—since they are composites of judgment made by people well acquainted with the educational program and with deep concern for the institution and its operation. This type of evaluation can, therefore, have at least two values: *First*, such surveys can aid all teachers to realize the contributions that their fields are making and can make to general education in the total college program. *Second*, subjective though they may be, these composite judgments are helpful in identifying gaps and shortcomings in the general education program of the college and in suggesting means of improvement. As a result of such surveys several colleges report plans under way for course and curriculum revision.

Another type of evaluation study is the follow-up of former students. A number of these have been and are being made. Representative of them is one made of 329 graduates of the College of Marin, members of the classes from 1939 to 1949, inclusive. Included in the survey are data regarding additional education, vocational preparation, present vocation, future plans, income, civic and social activities, and suggestions for increasing the value of the junior college program for oncoming students. Several of the findings and recommendations developing from this study relate directly to the general education program of the college and the needs of graduates. For ex-

⁶Claude E. Pfeiffer, *An Attitudinal Study of the Educational Program at John Muir College, Pasadena, California*. (Doctor of Education Dissertation, University of California, Los Angeles, 1951.)

ample: "More than one third stress the need for more marriage preparation, consumer training, civic education, and economic-political information."⁷ "The junior college is effectively performing an essential educational service in preparing students for upper division college or university study, but more stress should be placed on general education and terminal training."⁸ This follow-up study included only graduates of the college. In a follow-up study now under way at Long Beach, not only graduates but non-graduates are also being surveyed. Further intensive and somewhat elaborate follow-up studies are being made at both Compton and Los Angeles City College.

In addition to the direct educational values which accrue from such follow-up studies, their public relations significance must not be overlooked. As a matter of fact such studies are in and of themselves a form of public relations, even apart from the process of reporting their results in the public press and elsewhere.

During this study some of the results and procedures of other cooperative efforts have been examined and their findings and methods made available to California junior colleges. For example, the following inventories developed during the Cooperative Study of General Education, under the sponsorship of the American Council on Education, have been published.⁹

General Goals of Life

The selection of goals representing various ethical, philosophical, and religious positions provides a pattern of the student's attitude toward life.

Health Inventories

These six inventories bring out the student's beliefs and practices concerning frequent and serious health problems. I. Health Activities; II. Health Information; III. Health Interests; IV. Health Attitudes; V. Analyzing Health Problems, VI. Judging Sources of Information in Health Problems.

Inventory of Personal-Social Relationships

The student is required to rate social activities and common personal-social problems, thus revealing information about his ability to get along with others.

Satisfactions Found in Reading Fiction

The degree and kind of satisfaction obtained from reading fiction is revealed, as well as information about the student's reading experiences and preferences. Recommended for use with Checklist of Novels.

Checklist of Novels

A list of 300 novels designed to indicate the general level of experience with fiction, and the type of category in which reading has been concentrated.

⁷Jack A. Kraft. *A Ten Year Follow-Up Study of Graduates of a California Junior College*. Mimeographed summary. College of Marin, 1950. P. 4.

⁸*Ibid.* P. 7.

⁹Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

Though these inventories were published too late for use during the Study, considerable interest in them has been expressed by junior college instructors. It is expected that a number of California junior colleges will make continuing use of some of these instruments.

Administrators and other staff members of California junior colleges have welcomed reports of progress from the Cooperative Study of Evaluation in General Education, Paul L. Dressel, director. Reports from this study have been of three types; those presented in person by Dr. Dressel at both the 1950 and 1951 General Education Workshops; those presented by a representative of California junior colleges who participated in the 1951 Summer Workshops of that Study; and those presented through mimeographed reports and releases of the Study—particularly the reports of evaluation workshops in the areas of social science; communication; humanities; natural sciences; values, attitudes, and personal adjustment; and critical thinking.

There is also intense interest in instruments already prepared or in process, such as:

1. Test of critical analysis of reading and writing
2. Test of critical writing
3. Test of critical thinking in the social sciences
4. Social science vocabulary test
5. Test of natural science reasoning and understanding
6. Test of physical science reasoning and understanding
7. Test of biological science reasoning and understanding
8. Inventory of participation in the humanities
9. Inventory of attitudes in the humanities
10. Test of critical analysis and judgment in painting
11. Test of critical analysis and judgment in music
12. Test of critical analysis and judgment in literature
13. Test of critical analysis and judgment in philosophy
13. Scale for judgment effective communication based on analysis and classification of instances of good and poor communication.¹⁰

Of particular interest has been the philosophy and the process of evaluation exemplified in these studies. These are summarized by Dressel in his presentation to the California Study's 1950 Workshop:

1. Goals or objectives are determined and stated.
2. These goals are clarified by stating them in terms of definite and observable behavior (interpreted in a broad sense to include attitudes, beliefs, actions, participation, ways of thinking, etc.) on the part of the individual as he deals with problems, situations, and issues which confront him.

¹⁰Further information regarding the availability of these instruments may be obtained from Paul L. Dressel, Director, Cooperative Study of Evaluation in General Education, Michigan State College, East Lansing, Michigan.

3. Procedures are developed to obtain evidence of the presence of these behaviors.
4. Evidence of change in students is obtained and analyzed. This means accumulation of the same kind of evidence before and after the educational experience which we wish to evaluate.
5. The implications of these data for changes in classroom activity, teaching techniques, or even in objectives are considered.
6. Appropriate changes in classroom activity are made, and the steps are repeated—as a check on the efficacy of the changes and as a basis for their improvement.¹¹

EDUCATIONAL ENGINEERING ILLUSTRATED

Aside from the fragmentary and specific examples of the process of educational engineering already cited, it may be useful to summarize briefly two college programs, as examples.

San Francisco State College.

Developments at San Francisco State College are reported, not only because they illustrate the principles of educational engineering in building a college-wide program but also because the process and results of this program are apparently having an influence on curriculums in other state colleges and in junior colleges of California. Following five years of work in general education at San Francisco State College paralleled by similar activity in Chico and at San Diego State Colleges, the California State School Code now requires forty-five units of general education for graduation from any state college. Since most of this requirement is planned for the lower division and since many junior college graduates transfer to state colleges for their upper division work, it is obvious that California junior colleges will in one way or another need to meet this requirement for their transfer students.

President J. Paul Leonard of San Francisco State College reports that, following the decision to develop a general education program, his first conclusion was that "all people on the staff should work on the revision of the curriculum."¹² With this in mind his first step was to call a general faculty meeting, at which were presented a series of pertinent and stimulating questions about the job they wanted to do and the one they were doing in both general and professional education.

¹¹Paul L. Dressel. "Evaluation Procedures for General Education Objectives." *Educational Record*, 31: 97-122. April, 1950. Pp. 97-8.

¹²For a more complete statement regarding this program, see J. Paul Leonard. "Building a Curriculum for Student Needs at San Francisco State College." In W. Hugh Stickler, editor. *Organization and Administration of General Education*. Dubuque, Iowa: Wm. C. Brown Company, 1951. Pp. 183-199.

The next step was the appointment of a general education committee of five to act as a steering group throughout the first five years of the program. This committee worked strenuously through the summer examining the literature, preparing briefs, and lining up statements of varying philosophies and practices. Concurrently with this work, the psychology department made an intensive study of the characteristics and needs of students.

Armed with the materials from the studies of the committee and of the psychology department, the president called a faculty conference at Asilomar, a delightful conference resort on the Coast. Despite the facts that faculty members paid their own expenses and that attendance was voluntary, eighty-five per cent of the faculty attended the conference and worked on problems of general education for three days. The staff agreed to accept the needs of students and of society as the basis for the program they were to develop. Four continuing committees were established, one each in personal development, home and family living, occupational orientation, and social-civic relationships. Since each committee included a member of the general education committee and a representative from each instructional division of the college, the faculty as a whole was widely represented in these working groups. Several consultants were used as resource persons during this initial faculty workshop. One of these was retained for the entire five-year project and attended each of the subsequent four conferences held at Asilomar.

The second annual conference led to specific blocking out of plans and to the introduction of a few experimental courses. At the end of the second year an evaluation committee was appointed to develop a continuous program of assessment. By the end of the fifth year, forty-five units of general education were offered in courses representing all divisions of instruction; syllabi were available or in the process of being built; courses were continually being appraised and, when indicated, revised; and library and audio-visual materials were much enriched. So important is continuing evaluation to this program and its development that a specialist has been added to the staff to work on this aspect of the program. Thus, in this institution is illustrated the application of the principles of educational engineering to the development of a program of general education in which a total faculty participates under administrative leadership.

Orange Coast College

The planning and development of the educational program of Orange Coast College, which opened in September, 1948, illustrates

the steps of educational engineering in a junior college. The Board of Trustees of the College decided not to establish classes during the first year (1947-1948), but to employ a small administrative staff to study the community, determine the post-high school needs of the district, develop a plan of education to meet them, and to assemble faculty and equipment.¹³

The first step was a thorough survey of the community and of the prospective students. Through questionnaires and interviews, 798 students enrolled in the eleventh and twelfth grades of the high schools of the district, and 226 graduates of the preceding two years told of their educational plans and of their concept of the services the junior college might render them. In addition, businessmen and industrialists were interviewed to determine fields of occupational training which could be offered.

Next, a representative community advisory committee considered with the board of trustees and the college administrators the facts found in the survey and reacted to administrative proposals for a program to meet the needs revealed. Approximately one hundred citizens made up the committee, representing business, industry, agriculture, labor; high schools; service clubs; chambers of commerce, churches; parent-teacher associations; and other civic groups. Following this larger meeting, each member of the committee was interviewed as to the college offering in the field of his major interest. This committee has since met annually to consider reports on progress, and consult about further developments. A good many also serve as members of the various vocational advisory committees.

As a result of the survey and the work of the community committee, six broad objectives were adopted for the development of the curriculum. It was decided that instruction and associated activities should be designed to contribute to (1) occupational competence, (2) civic competence, (3) personal effectiveness, (4) university transfer, (5) removal of matriculation deficiencies for university entrance, and (6) lifelong training for adults of the district. The administrative staff developed an operational plan to achieve these objectives, shown in the following outline:

I. Occupational Competence

Complete two-year programs in the following occupational fields:

1. Small business operation (management of small business, retailing, advertising, merchandising, selling)

¹³For a more complete statement regarding this program see Basil H. Peterson and James W. Thornton, Jr. "Building a Functional Program for a Junior College." *Junior College Journal*, 19: 119-124. November, 1948.

2. Bookkeeping and accounting
3. Secretarial work
4. Engine mechanics (gasoline, butane, Diesel engines)
5. Commercial art (advertising, design, fashion illustration)
6. Ceramics
7. Building trades and construction (home-building, woodcraft, cabinet making, boat-building, carpentry, plumbing, painting)
8. Metal crafts (machine manufacturing, sheet-metal manufacturing, welding, forging)
9. Homemaking
10. Architectural drafting
11. General vocational agriculture (emphasis on field crops and poultry husbandry)
12. Petroleum technology

II. Civic Competence

1. At least one course in the field of American political ideals and one in American history will be required for graduation.
2. A course in industrial organization and management will be offered and required of most vocational majors.

III. Personal Efficiency

1. Trained counseling staff will be employed.
2. All students will be required to complete counseling examination.
3. During the first semester, all students will be required to complete course in introductory psychology (primarily a group guidance course.)
4. Six units of work in written and oral English will be required for graduation.
5. Course in personal hygiene will be required for graduation.
6. All students will be required to enroll for physical education each semester.

IV. University Transfer and Removal of Deficiencies

1. Basic lower-division courses in liberal arts, engineering, scientific, business, and pre-professional fields (law, medicine, dentistry, nursing, teaching, optometry) will be offered.
2. All courses necessary for removing matriculation deficiencies will be given.

V. Adult Education

1. Regular day program will include instruction of interest to adults.
2. Evening program of two high schools will be supplemented where need exists.
3. Activities of cultural nature will be sponsored.
4. Short-term vocational courses (ten hours of instruction) in specific fields, such as realty, banking, trades and business will be sponsored.

The preliminary program planning and building was carried on by the total faculty under administrative leadership. Courses, the general objectives and philosophy of which were early outlined, have been built and revised by individuals and groups of faculty on the basis of

further studies of the community and the characteristics of the students served. Among procedures followed in the continuing operation and development are the following:

1. Faculty study and revision of the goals (including greater specificity of statement) of the college, on the basis of additional data and experience
2. Active faculty committee work on curriculum, guidance and instructional problems
3. Studies of the characteristics of students through the extensive use of inventories, tests, interviews, and anecdotal reports
4. Studies of drop-outs and graduates, and also of the educational needs of high-school seniors in the Orange Coast area
5. Faculty conferences held for several days prior to the opening of college in September, at which reports are being presented, and consideration given to such problems as:

How can the required courses in American history and American political institutions become vital forces in training future citizens?

How can English 50 A-B (Communication Skills) be more effectively taught?

How can the study habits of students be improved?

How can the library be used more effectively?

How can we improve our classroom teaching?

Should we place increased emphasis on evaluating the results of instruction in various fields?

Would it be valuable for instructors to visit the classes of colleagues?

Is it helpful for students to evaluate the work of their teachers?

6. Examination of the present curriculum to determine the extent to which additional courses or requirements (not to mention revision of courses) are needed adequately to meet the objectives of the college. Consensus of faculty opinion is that courses must be practical in aim, individual in method, and experimental in spirit.

Here again are illustrated the principles of educational engineering in action. More examples of college-wide programs might be cited. Enough has been reported, however, to demonstrate types of administrative leadership and faculty participation which may serve as guides in building programs of general education.

CONTINUING PROCESS

More and more clearly junior college administrators of California are seeing and adopting the basic principles and processes of educational engineering. The most important of these concepts is that it is a continuing process, rather than a procession of more or less unrelated events:

1. *Objectives* are not formulated as absolutes but as hypotheses subject to re-examination, re-statement, and revision on the basis of new evidence and experiences.

2. The *program* is not *built* and then regarded as a finished product; rather, it is subject to continuing revision and improvement based upon the results of evaluation and upon the detailed and changing picture of the characteristics of students and of society.

3. The *program* is not continuously *operated* on a single pattern of procedure. On the contrary, it too is changed on the basis of experience and is adapted to changing conditions in such areas as characteristics of the student body, the makeup of the faculty, and the surrounding community.

4. *Evaluation* should not be made once and then discarded. It, too, should be carried on continuously and be constantly refined and improved. Appraisal and examination clearly comprise a basis for improvement and development. A number of administrators point out the particular value of obtaining comparable data regarding student achievement and other characteristics when they are gathered year after year. Data thus assembled, they declare, can be used to identify significant developments or other changes.

Conceived in terms of the continuity outlined above, the process of educational engineering becomes the central responsibility of the junior college administration concerned with developing a program of general education.

DEBATE TOPIC FOR 1952-1953

In the belief that discussion should precede argumentation, the high school debate topic for 1953 will arise from the discussion topic selected for the first semester of the 1952-1953 term: *What form of international organization should the United States support?* Pertinent material for study is available from the following two sources.

The Congressional Digest, 1631 K St., N. W., Washington, D. C., has devoted its August-September issue to a discussion of three major phases of the problem: the United Nations, World Government, and Atlantic Union. The issue also contains sections of facts and *pros* and *cons*. A single copy is priced at 75¢; quantity prices are quoted on request.

Federal Union, Inc., 700 Ninth St., N. W., Washington, D. C., has two books available for study of the topic. *The New Federalist* discusses Federal Union. *Union Now* is concerned with Atlantic Union.

Education in the Northwest Frontier Province of Pakistan

K. M. ASHRAF

PROFESSIONAL incompetence cannot be tolerated in any walk of life. It should not be tolerated at any cost. The education department cannot really afford to do so. Teachers and really competent teachers are the true nation-builders. If a government does not feel the necessity of providing the nation with competent and efficient teachers, it lacks to a great extent in performing one of its important duties to the people and has no right to be called "government of the people or for the people." A government cannot exist without arranging for the national security and general welfare of its people. A sound system of education under the guidance of sympathetic, efficient, and able leadership would be able to achieve this object. The right type of education would produce the right type of citizen, and the foundation of a good government is always laid on people and well-balanced citizenship. Keeping all these important facts in view, it becomes more than a sacred duty of the government to evolve such a system of education as may ultimately produce such men and women, who may prove very useful members of their society in years to come. To the author's way of thinking, if a state fails to follow this national program, the Federal government should interfere and would be justified in running the education department in a way which may ensure national welfare and security of the masses. This interference will not be grudged by right-thinking people, and the Federal government should not hesitate to extend a helping hand to the people.

It is only with the help of sound, rational, and practical system of education that future administrators, scientists, teachers, physicians, engineers, and artists would be made, and they would do their respective jobs in various walks of life. If their administrative ability is above the average, it would certainly bring credit to the government in

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which they are working. No sensible government or country would risk to neglect its education. And, if unfortunately it does not or cannot foresee the dire consequences of this negligence, it shall have to suffer the loss sooner or later.

Our education department is centralized and on no occasion have we repented to see our education in the hands of the government. Our educational policy is chalked out by our ministry. It is a very democratic body and open to conviction. Our ministers are accessible, and they are bound to hear our genuine and reasonable demands. Their doors are always open and we can see them at any time we like. Pakistan has been in existence for the last four years. Before the division of the Indian sub-continent into Bharat and Pakistan, our educational budget was four million rupees—three rupees make a dollar. In this short period of four years, it has gone up to ten millions; *i.e.*, 150 per cent increase. Our schools, both elementary and secondary, have doubled since the formation of Pakistan. Education in all its branches—female, vocational, university, and adult—is wonderfully developed. The work of development has not yet stopped. There is a very healthy future plan to be developed.

Our government spends much on education. The salaries of the elementary teachers have increased by 100 per cent. Other grades too have improved. Teachers get pensions after their retirements. Leave-salaries are paid to them. If some of them die in the harness, their families get gratuity pensions until their children reach majority. A fair amount of money up to ten hundred thousand rupees is spent on the construction of new school buildings. A similar amount is spent on the purchase of science apparatus, chemicals, desks, boards, benches, chairs, wall maps, and so on. That is a great achievement.

The program of national security and general welfare of the public is kept in view by the help of a well-seasoned directorate and efficient inspectorate, who try their utmost in giving correct leadership. We have an area of 40,000 square miles with a population of 5,300,000. A network of elementary schools is functioning efficiently.

Our system of education is working very satisfactorily. Our headmasters and principals are quite independent. No outside interference is tolerated. They can do whatever they like in the internal administration of their institutions. If the work of a teacher is not up to the mark, the principal's opinion is asked before any action is taken against him or her. We are perfectly satisfied with the present arrangement, and my people do not want decentralization of the education department. Our fate is secure in the hands of the ministry. They are rigidly following the democratic way of settling things. And God

forbid, if they do anything against the prevailing constitutional practices. Our public through their respective representatives can bring a vote of no confidence against them and censure them.

Ours is a non-secular state. Respecting public opinion, religious instruction has become compulsory for every Muslim boy and girl. Military training besides secular education has been included in the high-school curriculum for boys because people wanted it. This is how public opinion is being respected by those who are at the helm.

In the strict sense of the word there is no board of education. But the ministry selects a few persons from the members of legislative assembly and the public who are interested in education to advise them in chalking out their educational policy and future development programs in this particular field. Due regard is given to this advice, but it is not at all binding on the ministry to follow their wishes.

For the selection of a principal the following conditions are essential: (1) he should be a graduate of arts or science with a degree of training in the art of pedagogy; (2) he must have 10 years of successful teaching experience in a high school; (3) his service record should have no adverse entries; (4) he should have a good personality; (5) he must have a good reputation as a member of the society; (6) he must have good health.

The duties of the principal are so many. Briefly some of these are: (1) to maintain the moral tone and discipline of the school; (2) to check, supervise, and guide the teachers working under him; (3) to arrange extracurricular activities in a way in which all the students can participate; (4) to co-operate with the superintendent, the public, and the members of his staff; (5) to organize games; (6) to control the budget of his school and supply necessary monthly returns to the office of the superintendent; (7) to arrange staff meetings, parents' day, and prize distribution of the school; (8) to have a healthy check on students by an efficient proctorial system; (9) to see that everything on the school premises is neat and clean; and (10) as a captain of the ship, he is expected to see that his ship is sailing smoothly, punctually, and efficiently in high waters.

A textbook committee, which is responsible for prescribing textbooks in various subjects of the school curriculum, has members both from the public and the legislative assembly. An experienced educational officer acts as secretary of this committee, and its decisions are conveyed through the D.P.I. with his comments, if necessary, to the Provincial Government. There is a civil servant midway between the department and the ministry, who acts as the administrative secretary. He is always a non-technical man of liberal education and has

had a lot of experience of official routine. Efforts are made to have the D.P.I. as the educational secretary of the ministry. He together with those well-connected in life and with some interest and understanding in education would work as an advisory board of education.

Our superintendents are selected by the Public Service Commission—a very independent body, who can throw away the wishes and recommendations of the Provincial Governments when they see these are not in order. The appointments of the members of this Commission are for a fixed period of five years, and on the recommendation of the Provincial Governors the central government makes the selection. These members are old, retired civil servants or respectable men of an independent living with reputation for their honesty, high sense of duty, and strict impartiality. They are generally above board, and their decisions cannot be questioned. They select two or three persons for a particular job and send the names in order of merit to the governments concerned for their final selection. The governments have the discretion to take any one person from their list. Of course, they can ignore the order of merit of the Commission. These superintendents in the majority of cases are the old headmasters or the principals of high schools. Ex-cadre superintendents can also be taken according to a limited percentage if the post or posts are so advertised.

The superintendent is provided with a good office, a ministerial staff and two or three assistants, according to the number of the schools in his particular district. The superintendent is supposed to remain on tour from 150 to 180 days a year. He inspects the high schools and mid-schools (senior and junior high). He is supposed to pay two visits at least to every such school a year. His assistants must remain on tour from 200 to 240 days a year. They inspect and check the elementary schools and report anything emergent in their respective areas to the superintendent for his necessary action. One of these officers must remain at the headquarters to do the routine duties of the office.

The chief duties of these officers are: (1) to check the accounts of every school; (2) to report to the department about school building, its new construction and necessary repairs; (3) to supply necessary equipment like science apparatus and chemicals, desks, benches, chairs, library books, wall maps, and so on; (4) to check the work of the individual teacher and see their results in various exams; (4) to keep the schools to the approved standard; (6) to arrange inter-school tournaments and declamation contests; (7) to achieve local official co-operation for the schools concerned; (8) to help the headmaster and the principals in running their institution efficiently.

I've Been Thinking about Conventions

JAMES MCKINNEY

WHY DO we go? What do we expect to get from them? "Should Auld acquaintances be forgot and never brought to mind? Should Auld acquaintances be forgot in days of Auld Lang Syne?" An everlasting chorus of convention devotees shout, "No, a thousand times no." And perhaps this is one of the good reasons why we hold conventions. Friendly relationships among members of a group are important in weaving the efforts of all into a potent progressive force.

When we analyze the situation, we discover a great variety of reasons for these annual meetings of the faithful. And not the least of these is to *work*. Local committees sweat over duties that require skills ranging from those of a janitor to those of a high diplomat. Standing committees that have studied their problems for a year, struggle over the problem of summarizing their findings in the most intelligible form. Sectional chairmen frantically hunt absent speakers and replace missing panel members as they worry over how many of their speakers will turn out to be duds. Executives spend hour after hour mapping policy with frequent interruptions by "friends" who want to help them avoid "mistakes."

NEW LEADERS DISCOVERED

Then, of course, there are the daily programs of talks and speeches. These are fine reasons for attendance at the convention. Speaking on such programs frequently discloses leadership qualities not previously noted. Many do not have these. But many others, whose qualifications have previously been hidden back in their home communities, take their first step toward state and national leadership in talking at such meetings as these.

Then there are the various round table meetings which have no relation to tables, either round or square; and panels which have noth-

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ing in common with architecture design or jury techniques, but often do provide a camouflage for the time-honored series of speeches with little or no opportunity for discussion.

Between meetings there is the great "House of Commons"—a sort of "Midway" where you meet the members of "The Ship" and visit in a leisurely fashion with book sellers, tool manufacturers, and those who invent gimmicks for making the life of the teacher and his students easier and more pleasant. These exhibitors are very necessary from two points of view. They are specialists in the use of their materials and equipment, and they contribute very materially to the cost of running a convention. In fact, many a convention could not run at all if it were not for the income from these exhibits.

There are business meetings, which, in some associations, remind me of a man growing old in a comfortable sort of way. With his favorite pipe, old shoes, and rocking chair, he will stir himself only in order to veto something which might disturb his comfort.

"Bull sessions" with champion storytellers; poker and bridge games punctuated with discussions of what is taking place or should be taking place; coffee klatches with stories of hunting and fishing trips all mixed up with professional "yak-yak"; and wives hunting out their husbands to replenish the family coffers so that they can continue their shopping spree. All this variety of activity is desirable. But I wonder if a greater variety among those who attend a convention wouldn't be equally desirable.

In a secondary-school administrators' convention there should be superintendents, principals, school board members, Chamber of Commerce members, labor leaders, industrial training directors, and others who are not too well acquainted with our work but who have much to say about how much we can spend on this area of education. The only way we can get them to attend is by putting members of each group on the program. We need their advice.

A convention should provide an opportunity for meeting face-to-face with the people that are taking shots at us, so that we can evaluate their viewpoint and determine whether or not we are in error. We welcome the discussions and contributions of the many groups and agencies that are interested in the cause of education. We want their suggestions and advice. And unless we work together with them we will find many facets of our job being handled by people not professionally trained to do the job. A recent news item stated that our government charges \$3,500,000,000 to education, but our own U.S. Office of Education receives only two per cent of this total. Does this indicate that we have not met the need for additional educational

leadership—or that we have not been alert to powerful lobbies both within and without our government which are more interested in power than in the proper education of our youth?

There is one thing common to all conventions—they all have a happy ending. The joyful chorus, "So long, it's been good to know you," is heard a hundred times, and then the delegates are on their way back to their jobs. Just what they take back with them is an unknown quantity, but it seems to me that they go back with a renewed satisfaction in contributing to a small but vigorous voice speaking with serious concern in the interests of the education and welfare of all the children of all the people.

What's Your C. P. R?

(Convention Participation Rating)

1. Do you go over pre-convention programs and select the meetings that you plan to attend? Yes___ No___
2. Do you select meetings that may help you solve some of the problems of your school, or do you select meetings with the purpose of checking on the other authorities? Yes___ No___
3. Do you attend business meetings? Yes___ No___
4. Do you resent those people who get a table near the door at the annual banquet, so that they can leave before the speeches start? Yes___ No___
5. Do you attend the commercial exhibits? Yes___ No___
6. Do you ask concise questions during question periods without making a speech? Yes___ No___
7. Do you get to meetings on time? Yes___ No___
8. Do you take notes and review them after you get back to your room each night? Yes___ No___
9. Do you leave your wife at home so that you can devote your full time to the convention? Yes___ No___
10. Do you get a room in the convention hotel so that you can get together for informal sessions with the boys after the meetings? Yes___ No___

Total your "Yes" answers to obtain your score.

0 to 2 "Yes" answers (Don't go to conventions at school expense. There are laws on the misuse of public funds.)

3 to 5 "Yes" answers (Be sure you buy the daily papers so that you can tell the people back home what happened at the convention.)

6 or 7 "Yes" answers (You are a dead-ringer to be elected to some convention job next year.)

8 or 9 "Yes" answers (Why don't you quit trying to run everything and let the younger boys have a chance.)

10 "Yes" answers (At your age you shouldn't travel to a convention.)

Educational Needs and Manpower Problems

WILLARD E. GIVENS

THE SCHOOL PROBLEM

NO nation—either in peace or in war—can afford to neglect its home base. It must be particularly concerned about health, competence, and morale of its people. These basic qualities of people are largely developed and maintained by education. They are renewed and reinforced by the continuous flood of young people who, upon leaving our schools, take their places as adult producers and participants in our American life.

The main source, therefore, of the continued strength and capacity of the American people is to be found in our children and youth. What our nation does about the education of the young determines whether we are developing national stamina or committing slow suicide.

Let us consider the magnitude of the school problem in terms of the number of children. Today our nation has about one in five of its total population enrolled in elementary and secondary schools.

About four million children and youth are not attending any kind of elementary or secondary school; almost another four million are in private, sectarian, and special institutions. Twenty-six and a half million—about eighty-eight per cent of the total in school—are attending *public* schools.

Since the available statistics are for the public schools, we shall use this group for practical purposes. Some idea of their numbers may be obtained by thinking of them as marching four abreast past a given point. Spacing these ranks a yard apart and allowing three seconds for each rank to pass, those reviewing this proud parade would have to stand for 230 days and nights.

To teach these 26.5 million children and youth, the public schools employ about one million classroom teachers, principals, and superintendents of schools.

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The "problem" of the schools is, at first glance, to be found:

First—in the sheer magnitude of the enterprise—the millions of pupils, the million teachers, the thousands of buildings, and the billions of dollars of cost.

BUT a *second*—more intangible and complex angle is the interplay of changing conditions—the growth in school enrollments, the competition for manpower, the rising cost of goods and services, and the growing complexity of taxation.

Our particular interest here today is manpower as related to school needs:

First—let us consider approximately the 950,000 classroom teachers now employed in public schools. On the average the classroom teacher today has about thirty pupils—but there are schools where teachers must try to instruct fifty to seventy-five at one time. Our experience with instruction tells us that no teacher should have more than twenty-five pupils. *Thus we should employ 100,000 additional teachers to reduce classes to the best size for effective teaching.*

Second—we are employing today about 80,000 teachers who hold substandard certificates. If we assume that half of this number can be qualified fully in the next year or two but that 40,000 cannot reach acceptable professional standards for several years, if at all—*then we need 40,000 qualified teachers to replace half of the substandard teachers now employed.*

Third—it is estimated that at least one third of our teachers have less than four years of college preparation. Our profession considers four years of college as a minimum requirement. One third of 950,000 is 317,000 and subtracting the 80,000 emergency teachers leaves 237,000 regular teachers below the four-year mark. If we assume that one third of these are close to the four-year standard *then about 158,000 remain who might be considered for replacement because of subprofessional preparation.*

Fourth—each year because of death, retirement, marriage, and the higher pay of other occupations the public schools lose at least 75,000 teachers. These vacancies have to be filled from the available supply. Now let us make a preliminary summary of these manpower needs:

100,000 teachers to reduce class size

40,000 teachers to replace the emergency teachers who cannot be qualified in a reasonable time

158,000 teachers to replace these who cannot readily meet the four-year standard

75,000 teachers to fill the annual vacancies.

In round numbers, the total manpower need is for 370,000 persons possessing not less than four years of college preparation including specific training for teaching.

But that is not all—we are confronted today with mounting enrollments. The high birthrates—which began in the early 1940's and continued throughout the past decade—have resulted in additional millions of pupils. By 1959-60 the public schools alone will have their present enrollments increased by at least five million. This increase means more than 600,000 additional pupils each year; prior to 1940 the total enrollment was not increasing at all.

If we assume that one fourth of the new enrollment can be absorbed in present classes and if we use the thirty pupils per teacher ratio, *then the probable minimum need is for 15,000 new teachers each year to meet the rising enrollments.*

Now to summarize—on the basis of certain assumptions as to class size, new enrollments, and minimum standards of teacher preparation—the present manpower needs of the public schools are for approximately 385,000 well-prepared teachers. Even if scaled down by thirds, the rate of replacement of those with substandard training and the speed with which class size is brought to an acceptable level—the *minimum annual need for new teachers is not less than 125,000.*

Most of the manpower needs of schools must be filled by those completing teacher-preparation programs in the colleges and universities. What do we find when we examine the number of graduates? In June 1951 the teacher-preparation institutions turned out nearly 46,000 persons for elementary-school teaching and 77,000 for high schools—a total of 123,000. Eliminating those with less than four years of preparation, the total is reduced to about 110,000.

Because of marriage, the attractions of nonteaching employment, and other reasons, probably not more than 60,000 of the 110,000 were available for employment in schools. Compare this new supply of 60,000 with the annual vacancies of 75,000 and with the total *minimum annual need of 125,000.*

Compare the 60,000 with the need for 385,000—if wholly reasonable professional standards were applied. The gaps are being filled by employing teachers who have substandard certificates, by enlarging the size of classes, and by eliminating or curtailing phases of the school program. All of these are stopgap methods and the children and youth are short-changed in their rightful educational opportunities. But the problem does not stop there:

1. The armed forces through the National Guard and the Reserves have subtracted many qualified men from the available supply.

2. Generally speaking, Selective Service has co-operated with school authorities; nevertheless, in some communities the Selective Service has taken qualified men from school systems.
3. The women's services in the armed forces have attracted many qualified women teachers.
4. The high salaries in government service and the high wages of business and industry have taken experienced teachers from school employment and diverted student-teachers away from teaching.
5. Although we have had an elementary teacher shortage during and since World War II, the Department of Labor has not recognized elementary teaching as a critical occupation.

Some of these manpower demands are more powerful than the call to teaching. The demand of the military services are usually mandatory; in other instances, the demand is accompanied by higher rates of pay; in still other instances, the non-teaching manpower demand is highly glamorized.

What can we do to meet these overwhelming forces? How can we make people believe that they also serve the nation when they teach children? How can we convince those who control manpower policies that the schools must be staffed continuously with enough qualified teachers? How can we keep pace with the ever more attractive salaries of government, business, and industry?

Of major importance in the manpower picture is the question of teachers' salaries and the other costs of school operation and the rising cost of school construction. School revenues come almost wholly from taxes. The taxes of the Federal government have increased rapidly. Educators do not question the necessity of these new costs for non-educational purposes. But we are concerned that a nation which is increasing its non-educational costs of government also spends four times more than it does for public schools upon luxuries—such as liquor, tobacco, cosmetics, and commercial recreation.

The "problem" of the schools, in final analysis, comes eventually to the question: "What social needs are of most worth?" In answering this question in terms of manpower and public funds, we believe that the schools must be given a higher priority than they have today if the home base is to be made secure.

The Educational Leader's Ideas About His Interpersonal Relations

STEPHEN M. COREY
PAUL M. HALVERSON

INTRODUCTION

A NUMBER of brief reports have been published describing a co-operative program of leadership training and experimentation involving the secondary-school principals and building co-ordinators of Denver, Colorado, and the Horace Mann-Lincoln Institute of School Experimentation.¹ This article has to do with an instrument used to help the status leaders identify somewhat more clearly their own perceptions of their behavior and attitudes, as well as their aspirations, in respect to their interpersonal relations.

Many conferences and training programs designed to improve educational leadership emphasize the changes status leaders should try to bring about in teachers in order to improve the curriculum. The kinds of questions raised in these discussions are well known: What can the status leader do to increase the motivation of teachers? What can be done to help teachers shift from a subject-matter focus to a more serious consideration of the needs of the child? What can be done to improve teacher morale? These are important questions which must be faced by people with leadership responsibility.

THE DENVER SITUATION

The leadership group in Denver gave considerable attention to what they might do to make it easier for teachers to change. The conviction grew, however, that one of the first steps status leaders should

¹See: Mackenzie, Gordon N., and Corey, Stephen M. "A Conception of Educational Leadership." *Bull. of the Nat'l Assoc. of Sec. Sch. Prin.* 36, 1952, pp. 9-14.

Corey, Stephen M. "An Experiment in Leadership Training," *Educ. Adm. and Sup.* 1951, pp. 321-28.

Corey, Stephen M. "Curriculum Development Through Action Research," *Educ. Leadership*. 1949, pp. 147-153.

Corey, Stephen M.; Foshay, Arthur W.; and Mackenzie, Gordon N. "Instructional Leadership and the Perceptions of the Individuals Involved," *Bull. of the Nat'l Assoc. of Sec. Sch. Prin.* 35, 1951, pp. 83-91.

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take, if they are interested in improving their leadership, is to try to change themselves. This emphasis upon status leaders changing their own behavior seemed to be advantageous from several points of view. First, the leadership training program assumed cooperative curriculum development which made the problems of human relationships paramount. The status leaders who have a special responsibility for these relationships can do much to improve them if they concentrate first on bringing about in themselves whatever changes are conducive to better human relations. The group felt, too, that if the leaders tried to bring about changes in themselves they would reach a better understanding of the problems faced by teachers as they try to change.

None of us felt that the success of the principal or building co-ordinator depended entirely upon his human relations skills, attitudes, and understandings. We were convinced, however, that this area posed a great number of difficulties and hence was of great importance. This conviction was reached in the course of many meetings where the principals and co-ordinators and consultants considered the major problems they were facing in trying to bring about curriculum improvement through cooperative group work.

THE INSTRUMENT

Having decided to give special emphasis to self-improvement in human relations, we sought an instrument that would help us see how we regarded ourselves—our attitudes and understandings and behavior—in our working associations with our colleagues. We hoped, too, that this instrument would help us get a clearer conception of the kind of persons we hoped to become. We finally adapted to our purposes an inventory, "Ideas About Myself," that had been developed and used for research purposes at the National Training Laboratory in Group Development (1950). Our modified form of this inventory included 45 items, accompanied by these directions:

"The statements below should be reacted to so to give the possible picture of what you think you are like. There are no 'right' answers. We are all different. Try not to be too critical of or too favorable toward yourself. Use this response key: @ statement describes me very accurately; + statement is quite descriptive of me; ? statement is both true and untrue as a description of me; - statement is generally not a true description of me; @ statement is decidedly false as a description of me." The items in the inventory were of this sort:

1. I think I have a pretty clear understanding of how the people I work with see themselves and see the job they are trying to do.

2. It is important to me to maintain my own individuality within any group to which I belong.
3. I often get so involved in doing a particular job that I don't pay much attention to the feelings and reactions of other people concerned.
4. My first reaction to a proposal that things be done differently is usually negative.
5. I am better at arguing than at conciliation and compromise.

A group of six persons working in the Institute reached substantial agreement in classifying all forty-five items under these six headings:

1. General attitude toward group work.
2. Perception of other people's meanings and feelings.
3. Reaction to opposition to ideas.
4. Feelings of social inadequacy.
5. Conception of roles in group work.
6. Skills in working with people.

All members of a "human relations" special interest group consisting of about twenty principals and co-ordinators reacted to this inventory. We rendered our best judgment as to our present perception of ourselves as we worked with other people. We then reacted two more times to all of the items, using the same response symbols, by indicating—

- (a) the degree to which we *wished* the statements described us, which gave an indication of our aspirations; and
- (b) the degree to which these statements in our judgment describe the effective educational leader in general, which gave us evidence about our differences in conception of leadership.

For example, one individual might react with a minus to the statement, "I think I have a pretty clear understanding of how the people I work with see themselves and see the job they are doing." This would mean that at present the individual does not believe that the statement describes him. He is not satisfied with his understanding of the way his associates view themselves and their jobs. Following the directions for the second response to the list of items this same individual might react to the statement with a plus-encircled. This would mean that he would like very much to have this statement be an accurate description of him. If the response were a plus encircled for the third directive, it would mean that the individual believed good educational leaders in general should be so described.

Comparing these three responses indicates that while at present the individual does not think he has a clear understanding of how the people he is working with see themselves and the job they are trying to do, he wishes very much that he had that understanding, and he believes all successful educational leaders should understand the perceptions their associates have of themselves and their jobs.

THE USE OF THE INSTRUMENT

This "triple" reaction to each of the items made it possible for us to identify the behavior or attitudes in respect to which the individual members of the group as well as the group as a whole were least satisfied with themselves. The following eight items are those about which there was the greatest amount of self-dissatisfaction:

1. I often get so wound up in what I want to say that I don't really listen to what other people are saying. (undesirable)
2. I often get so involved in doing a particular job that I don't pay much attention to the feelings and reactions of other people concerned. (undesirable)
3. I get emotionally upset when a group member begins to introduce side issues into a group discussion. (undesirable)
4. I get quite upset when people allow their personal feelings to affect the work they are doing. (undesirable)
5. I am quite fearful about going into new social situations. (undesirable)
6. I am pretty good at finding ways to bring together two people who seem to be disagreeing. (desirable)
7. I am often tactless and hurt people's feelings without meaning to. (undesirable)
8. I do not like to express my ideas unless I know they have the support of others. (undesirable)

For each of these items, at least eighty per cent of the total group was in agreement as to whether the statements should or should not describe the effective educational leader. The parenthetical, "undesirable" or "desirable," represents the group judgment. For example, there was complete consensus that an effective educational leader should *not* "get so wound up in what he wants to say that he does not listen to what other people are saying." Hence this statement in the list is followed by (undesirable).

These eight items about which we were agreed as to what "should" be but about which we were dissatisfied with ourselves indicated the general areas in which we felt we needed re-education. Greatest group dissatisfaction was expressed at our inability to "perceive other peoples' meanings and feelings." We thought we were quite inept in sensing our co-workers' feelings and the way they looked at themselves and their work.

THE HYPOTHESES TESTED

The remainder of this article reports some of the results obtained from the administration of this inventory. The general pattern of the report involves a statement of certain hypotheses which are elaborated and rationalized and then tested by the inventory data. We hypothesized, for example, that the members of the group would be clearer

about the way they wanted to behave than they would be about the way they were actually behaving in human relations situations. Our reason for this prediction was that people generally know what they want to be like but are frequently uncertain as to whether or not they are that way—consistently. Each of the authors, for example, is certain that he would like to be described by the statement: "Is unusually sensitive to the way their associates view themselves and their work." We are not at all certain, however, that this statement is descriptive of us as we work with groups in various situations and under various kinds of pressures.

This hypothesis was supported by our evidence for the group who participated in this study. We used 2.4 times as many circled responses when we described ourselves as we wanted to be as we did describing ourselves as we thought we now were. Our use of the question mark response also supported this hypothesis. The question-mark indicated that the respondent thought the statement was both true and untrue as a description of him. These question-marks were infrequently used when individuals were indicating what they would like to be. The median frequency was eight out of a possible forty-five. But in our descriptions of ourselves as we thought we now are, the question mark was used much more frequently. The median was fourteen out of a possible forty-five.

We hypothesized, too, that within a group of this size there would be great differences in the extent to which individuals seemed to be satisfied with their present behavior. We had quite a bit of incidental evidence from our leadership training project which implied that this was true. There were substantial differences among the members of the total group in regularity of attendance, reading about leadership between meetings, aggressiveness in pursuing team projects, and participation in meetings.

The "Ideas About Myself" instrument provided us with an additional and "countable" measure of differences in self dissatisfaction so far as human relations behavior was concerned. An index of satisfaction with self would be the number of times the items were responded to in exactly the same way when the individual described himself as he is and as he wishes he were. Table I gives the numbers of these agreements between "what I am" and "what I want to be." The heterogeneity of the group regarding this definition of "self satisfaction" is great, particularly in view of the fact that the maximum possible number of satisfactions—or dissatisfactions—was forty-five.

Another similar and somewhat more severe measure of dissatisfaction with self is the number of times a different sign (+ or -) was

TABLE I. FREQUENCY OF CORRESPONDENCE BETWEEN
PRESENT BEHAVIOR AND ASPIRATION

35-39	1	
30-34	1	
25-29	2	
20-24	4	
15-19	5	N = 24
10-14	9	Md = 16
5- 9	1	Range = 4 to 38
0- 4	1	

employed in the first two reactions to the list of items. The range was from 1 to 25 with a median of 7. One individual, in other words, wanted to be substantially different from what he was in respect to only one of the forty-five items, whereas another individual was decidedly dissatisfied as inferred from his response to twenty-five of the forty-five items.

These data about dissatisfaction with self gave substantial support to our hypotheses. An implication is that persons responsible for a program of leadership training must be ready to face the strong likelihood that there will be great differences in motivation for change, even in a group that seems superficially to be quite homogeneous.

An additional and seemingly reasonable hypothesis was that these status leaders would not uniformly aspire to conform to their perception of the way good leaders in general should behave. Our reasons for making this prediction were various and we did not have much confidence in it. There were several in the group who had not sought status leadership, but it had been assigned to them. In every school system, too, the leadership role may be assumed in part because of tangible financial reasons. In other words, an individual may really not aspire to meet all of the obligations he believes a leader should assume, but he wants status leader responsibility anyway because of the somewhat extrinsic reward system accompanying it.

Speaking generally this hypothesis was not supported. In the great majority of instances we aspired to be as we thought the good leader should be. There were a number of interesting discrepancies between the aspirations of certain individuals and their concept of "a good leader." Two items in particular stood out in this respect:

21. I am easily persuaded by others to see things their way,

36. It doesn't matter to me whether people agree with my opinions or not.

For the most part we felt that a good leader should not be persuaded easily by others; but some of us doubted that we would want this to be true of ourselves. Similarly, the majority felt that a good leader should not care too much whether people agreed with his opin-

ions or not. The data indicate uncertainty as to whether or not we would want this to be characteristic of ourselves.

There were these other items on which there was some disparity between "the good leader" and "myself as I want to be:"

2. I am not the kind of person who can stand up to his superiors and disagree with them.
3. It is important to me to maintain my own individuality within any group to which I belong.
5. I enjoy following a good leader more than being a leader myself.
9. I try to have things thoroughly thought out before taking an active part in the group.
11. I always try to achieve a position of power in a group.
16. I usually react positively to new people.

The use of this instrument by two other groups has afforded us with some comparative data. One group (A) consisted of the twenty-one elementary and secondary-school principals of a mid-western school system, and the second (B) was a group of twelve doctoral students in a curriculum research seminar in which some attention had been given to problems of leadership and group work. We hypothesized that the differences in the way these three different groups responded to the inventory would be pronounced. Our reason was that the members of the three groups differed decidedly in age, background, experience, and type of responsibility assumed at the time the inventory was administered.

This prediction of substantial differences among the three groups was not supported. When we weighted all of the items by cumulating the agreements within each group then assigned ranks to the items; the similarity was marked as indicated by these coefficients of correlation: Denver A— $r = .75$; Denver B— $r = .69$; A and B— $r = .72$.

These indices imply that the ideas leaders have about their own human relations behavior, and its appropriateness, are fairly constant among groups with different training and experience.

CONCLUSION

With such data from the inventory revealing areas of dissatisfaction, the Denver group turned to the problem of how to improve those skills, attitudes, and understandings in which they felt inadequate.³ The total training program involved a wide variety of experiences, such as readings and discussions about leadership, role-playing of leadership situations, and experimentation with new practices in group leadership in their own schools.

³See: Corey, Stephen M. "An Experiment in Leadership Training" *op. cit.*

What Are the Characteristics of A Democratic School?

J. RUSSELL MORRIS

DEMOCRACY can no longer be taken for granted by the school. Events have proved that the study of the characteristics and problems of our society and even of democracy itself, is no guarantee that the realities of our democratic ideals and values will be implanted in the minds and hearts of the young. If youth are to understand democracy, it is necessary that they be given an opportunity to live democratically and to develop the disciplines and techniques necessary for happy group living. Democracy rests upon group responsibility and individual standards of conduct of the highest order. Self-discipline does not come automatically. Group responsibility is not something with which we are endowed by nature. Students need opportunities, therefore, to plan their own work, to make mistakes if necessary, to assume responsibility for a task or a decision, to govern themselves in order that they may grow in the ability to make wise decisions and to recognize that they must assume the responsibility for their own actions.

Democracy cannot flourish in a classroom or a school which is organized autocratically under teacher or administrator domination. Democracy in the classroom requires a tolerant spirit which permits freedom of expression, which recognizes and encourages individual differences and which respects the integrity of each individual. Democracy in the school implies that the school offer to its students an opportunity to participate in democracy; to draw strength from it; to understand its complexities, its limitations, and its outstanding achievements. Through the medium of its environment, the school must foster the development of the creative potentialities of human personality by broadening and deepening the depth of emotional life, and by resolving tensions which could not otherwise find practicable solution. The school through its curriculum must foster the development of social attitudes necessary for effective group living. It must exhibit an understanding of human needs, of sympathy with the basic hungers and desires of all youth for self-recognition, self-activity, and the achieve-

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ment of love and status goals. It must recognize the dynamics of class and caste and the resultant social behaviors occurring therefrom.

Both symbolically and actually the school reflects the larger community of which it is a part. It portrays all the existing ugliness of economic differences, social classes, and caste conflicts in our culture. The prevalence of religious antagonisms, the adverse and depreciatory attitudes held toward many racial and nationalistic groups, the differences in socio-economic status which reflect themselves in varying levels of aspirations, standards of behavior, and status goals present a distinct challenge to the school. The school can be apathetic to basic social issues and problems, lethargic to student needs and conditions, blind to racial tolerance and religious bigotry, or it can embrace a sense of identity with the great struggle for democracy.

The problem of achieving democracy in the school is accentuated by human emotions that are operative in every human action. Human actions and emotions are the result of social attitudes; attitudes of previous experiences and learned behavior. The school must remain alert, therefore, to the problem of guiding and controlling attitudes, behavior, and thinking inconsistent with the ideals, values, and principles of democracy which the impact of the home, the class, one's peers, and the larger community exert upon the youth.

The organization of the school itself does not make for democracy. Its responsibilities to society for the transmission and maintenance of the cultural heritage may bring it into conflict with the interests, needs, and attitudes of youth regarding disciplines, values, freedom, and learning. In its relationship with the larger community, it is subjected to constant pressures which limit its freedom; what it can teach and how it is to be taught; what books it can use and those it must banish forever from within its walls; who may speak from its rostrum and those who must be excluded because they corrupt the minds of the youth; who may teach and what those who teach may do and say. Despite these handicaps there are many opportunities for the practice of democracy. It can be as democratic as the beliefs, spirit, ideals, purposes, and understanding of democratic techniques and principles on the part of its administrators and teachers, and the maturity and willingness of its students to accept responsibility will permit.

Finally, the school must accept responsibility for enriching the lives of youth by bringing them into fruitful contact with the major values of democracy through observation and the practice of democracy in the daily experiences of the school; in the classroom; on the playground; and in student-student, teacher-student, teacher-teacher, administrator-teacher, and school-community relationships.

Applying the Revised Douglass Formula for Measuring Load of High School Teachers

HARL R. DOUGLASS

IN the May, 1951 issue of THE BULLETIN, there appeared a discussion of the data and procedure by which the Douglass formula for measuring the load of high school teachers had been revised. It is the purpose of this article to indicate how it is applied to the practical measurement of load of individual teachers. Two examples and the table of subject coefficients are given here.

TABLE OF SUBJECT COEFFICIENTS

	<i>Subject-Grade Coefficient Grade Level</i>		
	7 & 8	9	10-11-12
English	1.0	1.1	1.1
Art	1.0	.9	1.0
Home Economics	1.0	1.0	1.1
Music	.9	1.0	1.0
Mathematics	1.0	1.0	1.0
Agriculture			1.3
Industrial Arts	1.0	1.0	1.0
Physical Education	.8	.9	.9
Health	.9	1.1	1.2
Commerce	1.0	1.0	1.0
Social Studies	1.0	1.1	1.1
Foreign Language	1.0	1.0	1.0
Science	1.0	1.1	1.1

"The 1950 Revision of the Douglass High School Teaching Load Formula," *Bulletin of the National Association of Secondary School Principals*. May, 1951, pp. 13-24.

Reprints of this article are available at 25 cents each.

While in general, teaching a duplicate section involves nine tenths as much work as teaching an original section, this varies some-

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what from field to field. For example, the duplicate section in social studies, science, and music involves .85 of the time for the original section, while in English, mathematics, industrial arts, and agriculture a duplicate section involves .95 of the time for teaching an original section. Distinctions begin to become pretty fine and the computations complicated. Except for situations where very great precision is desired, it is recommended that all duplicate sections be regarded as constituting .9 as much as the original section.¹

THE REVISED FORMULA

$$TL = SGC \cdot CP - \left[\frac{DP}{10} + \frac{NP - 25 \cdot CP}{100} \right] \left[\frac{PL + 50}{100} \right] + .6 \cdot PC \left[\frac{PL + 50}{100} \right]$$

SGC = Subject Coefficient

1.1 for English, science, and history and other social studies.

1.0 for foreign language, household arts, commercial skill subjects, art, mathematics.

.9 for shop subjects, music, and physical education.

CP = Class periods per week; count double periods as 2 periods each.

DP = Number of duplication class periods—e.g., a second section of a class. Also count as DP the second period of a double period.

NP = Total number of pupils in all classes for the week, counting pupils twice in double period classes.

PC = Number of class periods, or equivalent in time, spent in school duties other than those directly related to class instruction—e.g., committee work, duties and other extracurricular activities, etc.

This should be the average per week for the entire semester.

PL = Period length, net number of minutes.

TL = Teaching load in terms of teaching load units—i.e., the time required to teach a class of 25 pupils of average amount of teacher preparation, paper reading, etc. for one daily period of 45 minutes. Estimated national norm 30 teaching load units.

EXAMPLE I

1 class in World History—28 students. Grade 10.

1 class in Problems of American Democracy—27 students. Grade 12.

1 class in American History—26 students. Grade 11.

2 classes in English with 28 and 31 students. Grade 12.

6 class periods a week for 9 weeks in the semester coaching a debate squad, equivalent of 3 class periods for the semester.

¹For further discussion and additional data concerning difference in reduction of load incident to duplication of section see article in *Bulletin of National Association of Secondary School Principals* referred to in the table; or between subjects and fields for more complete data, see Christian A. Jung, *Revision of the Douglass Teaching Load Formula*, Ed.D. Dissertation, University of Colorado, 1950.

2 class periods on the average through the semester on committee work and other co-operations.

Class period length, 55 minutes.

$$\begin{aligned} TL &= 1.1 \left[25 - \frac{5}{10} + \frac{700 - 625}{100} \right] \left[\frac{55 + 50}{100} \right] + .6 \times 5 \left[\frac{55 + 50}{100} \right] \\ &= 1.1 \times 25.25 \times 1.05 + 3.15 = 32.31 \end{aligned}$$

EXAMPLE II

2 classes in physics with 2 double periods. 24 and 26 students. Grade 11.

3 classes in algebra. 26, 24, and 28 students. Grade 9.

3 hours (4 class periods) a week on average spent in co-operations.

PL = 45 minutes.

Physics load:

$$1.1 \left[14 - \frac{9}{10} + \frac{350 - 350}{100} \right] \left[\frac{45 + 50}{100} \right] = 1.1(14 - .9 + 0)(.95) = 13.69$$

Algebra load:

$$1.0 \left[15 - \frac{10}{10} + \frac{390 - 375}{100} \right] \left[\frac{45 + 50}{100} \right] = 1(15 - 1 + .15)(.95) = 13.44$$

$$\text{Co-operation } .6 \times 4 \left[\frac{45 + 50}{100} \right] = .6 \times 4 \times .95 = 2.28$$

$$TL = 13.69 + 13.34 + 2.28 = 29.41$$

NEW TEST IN THE CURRENT EVENTS FIELD

Now available from Science Research Associates, 75 W. Grand Ave., Chicago 10, Illinois, is a self-scoring educational development test, *Understanding of Contemporary Affairs*. It has been designed to help educators measure accurately how well those they teach are trained to know and evaluate new social, economic, political, scientific, technical, and medical developments.

Problems of New High School Principals

SOL I. ZWEIBACH

DIOGENES said that the foundation of every state is the education of its youth. Totalitarian nations, from the times of the ancient Sparta to the days of the Soviets, have been aware of the strategic importance of education and have used it to further their purposes. Pedagogic instruction was used to mold the thinking of youth for service to the state and subservience to the underlying ideologies.

However, it is only recently that Americans have become aware of the tremendous role that education may play in creating future citizens. This awareness has come at a time when the United States and its sister democracies have been confronted by unparalleled problems of physical and spiritual survival. Americans are at long last growing to realize that through better schools, improved educational methods, and capable guidance and direction, the challenge of these troubled times can be met.

In an effort to contribute towards the growing body of knowledge relative to the problems that high-school principals today are encountering, the writer initiated a survey to determine and identify these problems. The problems themselves should serve as a beacon to illuminate the unmet needs of secondary-school administrators.

THE SURVEY OF PRINCIPALS' PROBLEMS

The methods used to determine the problems of new high-school principals were made up of a combination of the questionnaire and interview techniques. Because of the limited number of recently appointed principals in any one state, it was considered desirable to expand the project to include the five states that are commonly referred to as participating in the "Middle Atlantic States Association." These states were New York, Pennsylvania, New Jersey, Maryland, and Delaware. Limitation of funds prevented further expansion of the project, but it was felt that these five states would provide an adequate

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sampling or the problems. Because of the difficulty of locating the new principals in the respective states, the most recent educational directory for each state was examined, and this compared with the directory for the year immediately preceding it to ascertain the names of the newly appointed principals during that year. Necessarily this meant that some principals were included who were not in their first appointments, but it is interesting to note the differences and persistence of certain of the problems encountered by those principals with more years of experience.

THE QUESTIONNAIRE

In the spring of 1951, a general questionnaire was formulated and distributed to 261 selected principals in the "Middle Atlantic States." The questionnaire contained solely two questions. The first question asked:

"What were your most pressing problems during your first year as a high-school principal?"

Several headings or categories were listed to aid in the recollection of some of the areas where these problems might fall. These were:

1. Internal Organization and Administration
2. Relationships with Faculty
3. Supervision and Instruction
4. Curriculum and Programming
5. Pupil Relations, Guidance, and Activities
6. School Relations, (community, board, state, *etc.*)
7. School Plant, Purchasing, and Supplies
8. Finance and Budget
9. Pupil Transportation

The second question asked:

"In your opinion, how could your professional training school have better prepared you to meet these problems?"

In the total response to the questionnaire sent out (261) there were 135 replies or 51.7 per cent of the total. This in the author's opinion is a good percentage of replies received in answer to a questionnaire which required considerable time and thought to answer properly. It is also interesting to note that the percentage of the replies received from any one state ranged from 46.9 per cent to 61.4 per cent. Apparently there was a fair degree of consistence in the number of replies from the principals in any one state.

Several checks as to the validity of the survey were used, until it was felt by the author and the sponsoring committee that the sampling of the survey would seem to indicate a fair degree of reliability for

the five states represented. As to its validity on the national scale, it may be considered to be representative, only to the degree that the five states included in the survey may be considered to be representative for the nation as a whole.

When the Implementation Committee of the National Association of Secondary-School Principals conducted their survey of principals' problems in 1939, there was a total response of 20 per cent to their questionnaire, which was very similar in make-up. They claimed that through the use of a checklist they might have received a larger response but instead they deliberately chose not to use the checklist because they preferred the relatively free response of a non-directive questionnaire. With this stand, the writer heartily agreed, making only one slight concession. Because of the considerably smaller number of persons included in the survey, it was deemed desirable to better the twenty per cent received in the earlier study in order to obtain more accurate results. It was felt that the inclusion of the headings or categories mentioned earlier as appearing on the questionnaire might serve to increase the response, and yet leave the reply relatively free. It would appear that this did achieve its purpose in the light of the higher percentage received, but there are several other possible factors to consider.

The relative newness of the principal to the position may make him more inclined to answer a questionnaire than an older principal conceivably might be. Many of the principals in the geographical areas of the survey have had opportunity to study at Teachers College, Columbia University, and as such, being more familiar with the institution, may be more anxious to co-operate. Another possible factor may be the changes in attitudes toward questionnaires that have been produced in the twelve years since 1939, when the Implementation Committee made its study.

The majority of replies from the principals were from those persons with less than three years of experience. It was these principals that, for purposes of the survey, were considered to be "new" principals. Yet surprisingly enough, there were no significant differences between the problems expressed by these principals and those of the smaller groups whose experiences ranged from 3-15 years of experience.

Because of the large numbers of students of administration who have only vague conception of the size of the school or of the number of faculty members that beginning principals are called upon to work with, it was felt that the inclusion of statistics showing the size of the school and number of teachers on the staff would be a valuable addition to the survey.

From the summary of the statistics, it would appear that the number of years the high-school principal has served in his position may have little to do with the size of the school or the number of faculty members. Several things may be safely deduced. From a careful analysis of the returns, it appears that a new principal may reasonably expect to assume his first post in a school with an enrollment of less than 500 students and a faculty of less than thirty members. It is also interesting to note the extreme variations that existed, however. The implication seems to be for the would-be principal that while he should be as familiar as possible with all the administrative aspects of a small school, he may yet be called upon to serve in a large school. He should be familiar with the techniques of working with the minimum number of faculty members as well as have a knowledge of the methods used in larger groups, for he is just as likely to encounter both.

THE PROBLEMS OF NEW PRINCIPALS

The problems reported by the principals were for the most part separated and classified according to the major areas of concern into which the problems themselves seemed to fall. While the headings that were used as a guide on the questionnaire helped this classification process greatly, there was no attempt to fit the problems into a rigid framework.

It is fully realized that some of the problems could have been listed under different categories, but classification of such a wide variety of problems is in itself a very difficult task. Also, despite the use of different headings, groupings, or categories, the problems themselves would still remain substantially the same.

The actual quotes to be found following each category of problems are included for two reasons: *first*, to provide further insight into the exact nature of the problems presented and identified, and *second*, to provide students of secondary-school administration with a more complete understanding of the practical problems of the high-school principalship.

SUMMARY CHART OF PRINCIPALS' PROBLEMS

The following chart represents a summary of all the problems reported by the new high-school principals in the survey. Column 1 shows the total number of problems reported within the category, while column 2 shows the percentage which this number is of the total number of problems reported in all categories of the survey. Column 3 lists the numbers of different principals who submitted problems under

the category listed, while column 4 shows the percentage which this number is of the total number of principals who submitted problems.

Thus, in Category 1, "Internal Organization and Administration," there were fifty-nine problems, which represented 12.5 per cent of the total number of problems in the survey. Further, fifty-six principals submitted problems within this category, and these principals constitute 41.5 per cent of all the principals who replied.

SUMMARY OF THE PROBLEMS OF NEW HIGH SCHOOL PRINCIPALS
AS REPORTED IN SURVEY

<i>Categories</i>	<i>Problems</i>		<i>Principals</i>	
	1	2	3	4
1. Internal Organization and Administration	59	12.5%	56	41.5%
2. Relations with Faculty	90	18.8%	84	62.2%
3. Supervision of Instruction	67	14.0%	67	49.6%
4. Curriculum Offerings and Problems	51	10.6%	49	36.3%
5. Pupil Relations, Guidance, and Activities	74	15.4%	67	49.6%
6. School Relations	52	10.7%	48	35.6%
7. School Plant, Finance, and Budget	61	12.7%	57	42.2%
8. Pupil Transportation	26	5.4%	25	18.5%
Total number of problems reported	480			
Total number of principals responding			135	

It would appear that the largest percentage of principals are concerned with problems involving relationships with the faculty. Sixty-two per cent of the principals listed these problems directly under the heading, but it is also significant to note that in almost every category there were submitted some problems involving faculty relationships, although these appeared to vary as they affected the particular problem in the category.

Approximately half of the principals expressed equal concern over the areas of supervision of instruction and pupil relations, guidance, and activities, and in these areas, faculty relations played a strong part, as an examination of the sample questions in the above categories will reveal. Conspicuously absent from the survey are questions in relation to general education. Such areas as the philosophy of education, the aims of the secondary school, administrative theory and policies, appear to be causing new principals very little concern. It is entirely possible that these areas are of equal concern to administrators, but the urgency of finding immediate solutions for those problems listed as most pressing tended to obscure these more basic issues.

SAMPLES OF PROBLEMS WITHIN THE CATEGORIES

1. INTERNAL ORGANIZATION AND ADMINISTRATION

a. *Making the Daily Schedule*

How to make the most effective master schedule.

How to make the school schedule with so many part-time teachers.

Difficulty in being able to schedule adequate extraclass activities for all the pupils.

How to have a small school with limited schedule satisfy the needs of all students.

How to make a schedule for a smaller high school for vocational and academic subjects and meet state requirements.

How to make a daily schedule which will be satisfactory to both academic and co-curricular teachers.

How to make a daily schedule. (Previous courses in education had no value whatsoever.)

How to make a balanced schedule where teachers had both senior and junior high subjects—varying enrollments.

In a small school, how large an enrollment will justify forming another class?

How to arrange a flexible program of studies with limited faculty membership and maximum load.

Limited physical facilities and limited faculty make scheduling extremely difficult.

Are there no scientifically proven short-cuts to making up a master schedule? It is usually a full summer's work.

b. *Delegation of Authority and Responsibility*

How to delegate authority, and how to follow up programs in activities in which authority was delegated.

How best to determine what teachers should have special subjects for which no teachers of the faculty have had specific training.

How to determine potential leaders among the faculty.

How to select committee chairmen.

How to delegate authority to get the best piece of work done.

What is a quick way to evaluate your staff in order to be able to make effective and wise appointments? (Committee work, etc.)

How to assign proper supervisory duties to teachers.

c. *Principals' Duties and Responsibilities*

What are the duties of principal or where do his duties end and the supervisor's begin? Also where does the superintendent's begin?

How to establish the rights that go with the responsibilities of the office.

What is the extent of the high-school principal's authority and responsibility?

d. *Democratic Administration*

How to build up *esprit de corps* among faculty and establish a democratic attitude so that they may share in the solution of school problems.

How to make democracy work in organization and administration.

How can one make teachers sympathetic to, and not suspicious of a democratic system of administration?

How far should democracy go in school administration?

e. *School Philosophy*

How to set up a school philosophy and a pattern of objectives that will be meaningful to faculty and students.

f. *Self-study Plan*

How to develop a plan and organization to study the needs of the school-students-faculty.

g. *Office Management*

How can a principal follow a planned procedure for office work?

How to set up a time-saving system of personnel records and files. Maintenance of records.

2. RELATIONSHIPS WITH FACULTY

a. *Faculty Unity and Co-operation*

How to have the faculty group want to work democratically.

How to promote faculty co-operation.

How to help teachers work with each other, share experiences, and work toward a common goal.

How to develop two-way communication with the staff.

How best to deal with a faculty in which there is a personality clash.

How to encourage closer faculty relationships eliminating petty bickering, cliques, etc.

How to organize various faculty functions to unify group.

How to handle teachers who apply for the principal's job and feel themselves more capable than yourself.

How to bring new faculty members into a cohesive working group.

How to get fullest co-operation from the staff.

b. *Relations with Older Faculty Members*

How to handle teachers who have been there forty years and I only one.

How to work with older teachers on tenure.

How to get experienced faculty members to accept me as a leader, and not as an interloper.

How to create a better understanding and more co-operative spirit between older and younger teachers.

How to deal with faculty members who are on tenure and who will not give your ideas a trial.

How to win the respect and confidence of older teachers.

How to pep up teachers who are on tenure and are in a rut.

c. *Personal and Professional Relations with the Staff*

How intimate should one get with the teachers?

How free to be with teachers outside of school hours?

How to proceed in a friendly, democratic manner and still inspire confidence.

How to maintain the proper professional attitude between principal and teacher.

How much responsibility should be delegated to the teachers?

d. *Distribution of Extracurricular Assignments*

How to assign duties on an equitable basis.

How to arrive at a fair teacher load.

How to assign teachers to extracurricular work without knowing their strengths.

How to find criteria to use in assigning extra duties to teachers.

e. *Faculty Meetings*

How to have a faculty meeting that all will benefit from and enjoy.

How to prepare for faculty meetings.

How to instill interest in faculty meetings and discussion.

How can you make your teachers realize that they can do much themselves toward making meetings, etc., happy and sociable?

f. *In-service Growth of Faculty*

How to get teachers to be willing to improve themselves.

How to create design for professional growth.

How to get all members of the faculty to take in-service training.

How does one stimulate the clock-watching, textbook teacher to become an alert, pupil-interested class leader?

g. *Teacher Morale*

How to develop *esprit de corps* among faculty.

How to raise the low morale among teachers because of low salaries.

How to build and maintain feelings of high morale on the part of the staff as a whole.

h. *Staff Participation in Administration*

How to have staff help with planning and still retain pattern.

Aside from the extra pay aspect, how can faculty members be encouraged to be responsible for the guidance of out-of-class activities?

How to educate the faculty to assume responsibility.

i. *Departmental Subject Unity*

How to get faculty members in different departments to co-operate willingly to promote the best interests of all the pupils and the school.

How to eliminate competition among departments.

j. *New Teachers*

How to attract and maintain good teachers when salaries are low.

How to orient new faculty members effectively.

3. SUPERVISION OF INSTRUCTION

a. *Supervisory Routines*

How to apportion time so that there will be a balance between supervision and administration.

How to find time for adequate supervision.

How to make the rounds of all the teachers and still keep the inevitable paper work down? This is more a matter of time than techniques.

How to budget time to include supervision.

How to find time for minimum classroom supervision.

How to achieve a balance between paper and office routine and a supervisory program to improve instruction.

In a small system the supervision is not what it should be because of the limited time that can be given. After all the other matters are taken care of, very little time is left for supervision, especially when the administrator has to teach and take care of study periods.

How to find *time* to do a really good job in both administration and supervision.

b. Supervisory Policies

How to get teachers to make the best use of materials and local resources in instruction.

How to set up a long-range program of improvement of instruction.

How to follow up proceedings arising from supervisory action.

How often should one visit the teachers' classrooms?

What are class visits worth, if anything?

How to supervise classes efficiently, yet democratically.

How to determine what should be taught in each grade.

How to make changes which are felt desirable in instruction without having the teacher feel that her previous work has not been good.

How to get teachers effectively to use curricular materials, including current and audio-visual materials.

How to improve instruction through supervision.

How to arrange the supervisory schedule so that all teachers are treated fairly.

How to supervise and direct teacher activity without having teachers resent your "authority" and "snooping."

How and when to supervise and the best way to follow up after supervision.

How to supervise; what to look for in a classroom.

c. Changing Teacher Attitudes

How to have supervision accepted by the faculty that was not used to supervision.

How to get older members of the staff to change or improve on methods which they have considered inviolate and sufficient for many years.

How to get the older teachers to try new methods of teaching.

How to change attitudes and ideas of older teachers toward supervision.

How to initiate a democratic system of supervision based on mutual interest and co-operative action in a faculty conditioned to autocratic methods of supervision.

d. Supervision of Elementary School

How should a secondary-school man supervise an elementary teacher?

How to understand the program of the lower grades—this being a twelve-grade Union Free School.

e. Faculty Co-operation

How to enlist faculty co-operation in a supervisory program.

How can the faculty be educated to participate in supervision?

f. Supervisory Responsibility

Who shall do supervision?

4. CURRICULUM PROBLEMS AND OFFERINGS

a. *Content and Scope of Curriculum*

What shall I include in the curriculum?

How much language should be offered, number and length of periods, that is, 7-45s or 8-40s?

How to fit manual arts, home economics, and shop into the curriculum.

How to plan a desirable curriculum within the rigid framework specified by county and state.

How many electives? Ratio of constants to variables beginning at the seventh grade through the ninth.

How to determine the subjects which *should* be offered in the small high school.

How to get away from college entrance dominance of curriculum.

How to make up a three-colored high-school program.

How to determine which curriculum will best serve the school.

How to provide an adequate program for our youth with building facilities that were provided in the era when R. B. Hayes was president of the United States.

b. *Revision of the Curriculum*

How to modernize curriculum.

How to work with teachers in the various departments in order to revise the courses of study.

How to introduce a new course of study.

When something new is added, should something old be discarded?

How to set up a curriculum that meets modern needs which adults, remembering how they were taught, do not immediately attack.

How to overcome the inertia of the central office to curriculum improvement.

How to change the curriculum to meet new conditions.

How to offer the greatest number of courses possible with a limited staff and limited qualifications.

How to fit a broad curriculum into our limited physical space.

c. *Meeting Student Needs*

How to organize a program to satisfy the needs of boys ranging in age from ten to sixteen and in academic progress from illiteracy to tenth grade and a vocational program for those who could not make academic progress for reasons from lack of intelligence to lack of interest.

How to meet individual needs with a limited staff, materials, and budget.

What can we do to meet the needs of those students who are not going on to college?

How to meet individual student needs with a standardized curriculum.

d. *Provision for Individual Differences*

What adjustments should be made for the rapid and the slow learner?

How far should program be changed to meet needs of repeaters?

How to find the time, space, and facilities to deal with those students who need individual attention.

What shall be provided for those students who are merely attending school because they must?

e. Curriculum and Community

- How to survey community, etc. to begin curriculum revision.
- How to develop a curriculum that will serve the community.
- How to get the community to participate in curriculum planning conferences.

f. Faculty Participation

- How to obtain the good will of the faculty in order that they might feel the need of changing the curriculum.
- How to develop a common philosophy of education as a basis for intelligent curriculum development in the face of apathy and indifference.
- How can one cause a faculty to think creatively about new approaches and new materials for the curriculum?

g. Resources for Curriculum Improvement

- How can I best acquaint all concerned with the best resources available for curriculum improvement?

5. PUPIL RELATIONS, GUIDANCE AND ACTIVITIES

a. Developing Student Attitudes

- How to get students to realize they have to participate in the management of the school if the school is to be successful.
- How to stimulate pupils to apply themselves.
- How to develop self-discipline with pupils that were used to uncontrolled freedom.
- How to get students interested in planning for their future.
- How to develop school spirit among the students.
- How to teach pupils self-reliance in all their activities.
- How to get youngsters to conform to desirable standards of courtesy and discipline.
- How to get students to regard studying as their obligations.
- How to establish good relations with the students and yet have them understand you were in charge.
- How to raise study standards among the students.

b. The Guidance Program

- How far into personal affairs should guidance go?
- What is a good guidance program for a small school?
- How to find personnel to carry on an adequate guidance program.
- How to set up a guidance program where none exists.
- How to acquaint students with career material and college catalog material.
- How to obtain sympathy and co-operation for a regular weekly home-room guidance program.
- How to carry on a home-room guidance program under home-room teacher supervision.
- What is the principal's part in guidance and counseling?
- How to secure the support of bus drivers, janitors, and students for the guidance philosophy of the school.

c. Role of the Faculty in Guidance

- What can be done to stimulate teacher guidance activity?
- How can every faculty member be "sold" on a guidance program; how can orientation in this field be accomplished?

How to persuade teachers that they were teaching youth and not subjects or courses.

How greater to involve and gain support of individual staff members in guidance program.

How to use guidance staff to best advantage.

What can be done with an untrained and disinterested faculty in promoting a guidance program?

How to make faculty guidance-conscious.

d. *Scheduling Extracurricular Activities*

How to budget time and place for activities in the daily school program.

How to plan extracurricular activities in the daily school program for a school where fifty per cent of the student body is transported.

Where to include an activity program.

How to administer the out-of-class activities such as FFA, FHA, student council, etc. as far as daily schedule is concerned.

How to make up a fair extracurricular schedule.

How to schedule activities, where to draw the line on them, and how to insure their effectiveness.

How many activities to schedule? What basis for activities?

e. *Extracurricular Program*

How to achieve a balance between extraclass activities and academic offerings so that the student may most benefit.

How to determine which activities should be included in the program.

Should the principal wait for student demand for clubs and other activities or should he initiate these?

What good is a club program if it does not "produce"?

How much social life should be provided for students? Someone should definitely tell us about the dances, parties, etc. that pupils plan, execute, and enjoy so thoroughly.

Planning an activity program which is orderly and effective is a terrific problem.

How can one plan activities for transported students so that they can share in the activity program?

f. *Student Relations*

How to supervise a student council, and still permit the students to solve their own problems.

How to establish rapport with the students.

How democratic should a principal be.

How to orient students new to the school.

How can communication be established between the student body and the principal?

How much responsibility can be vested in students?

g. *Faculty Participation in Activities*

How to keep up interest of all the faculty in school events.

How to secure sponsors for activities or to furnish on-the-job training for the sponsors.

How can the total extracurricular program be made a responsibility of the entire school faculty?

6. SCHOOL RELATIONS

a. *Community Relations*

How to keep school and local politics away from each other.

How to educate the community to the growing need for change in our schools.

How to get those parents one really wishes to see to come to school.

How to stimulate the interest of the community in their school.

How can the teachers be inspired to take an active part in school-community relations?

How to get the best co-operation and relations with the public, without the public wanting to take over the school.

How to inspire lay participation.

How to convince community pressure groups that there is a difference between constructive and destructive criticism.

How to form a PTA.

How to raise the sights of rural folk to the level of better education and improved programs.

Should the new principal join local organizations or attempt to settle into the job first?

b. *Public Relations*

How to get desired publicity before the public.

How to get more and better information into the newspapers.

How to carry on a good public relations program. How much should the public know.

How to interpret the school to the community.

How to start and operate an effective public relations program.

What should be the attitude of the principal toward political infringement in school affairs?

How to establish good mediums of readable publicity.

c. *Board Relations*

How to make a board member feel his responsibilities without becoming dictatorial.

Should you be too forward with the board? How fast dare you propose new changes?

How to get along with all types of board members.

How to acquaint the board of education with the problems of administration.

What are the exact duties of a principal at a board meeting?

How to determine whether or not the attitude of the board of education properly reflects the attitude of the community.

How can I make more contact with the board in order to further understanding of the school program and its objectives?

d. *State Relations*

How to know and interpret the state school laws.

How to make the many reports and estimates, etc. in a form which meets the requirements of our state.

How to prepare the various reports for the state education department.

How to adjust local customs to state laws in attendance and use of building.

How to fill out the many required state forms.
How to understand state school laws.

e. *Consolidation and Building Programs*

How to consolidate three neighboring school districts.
How to "sell" public on the need for a new building.
How to know more about referendums and building programs.

7. SCHOOL PLANT, FINANCE AND BUDGET

a. *School Budget*

How to plan the school budget.
How to "live within the budget."
How to set up a sound program of finance for internal school affairs.
How to plan the budget so that there will be no balance at the end of the year.
What does the school board expect of the principal in regard to budget planning? What should be allotted to various budget items based on plant and curriculum?
How to secure monthly budget balances so you know where you stand on purchases.
How to get a true estimate for the new year's budget.
How to keep spending within budget inherited from predecessor.
How can I assure the most complete participation of my staff in preparing a budget? How can I get over to the board the idea of educational accounting as well as financial accounting?
How to decide which items should be charged to various headings in our financial report.

b. *Maintenance of Plant*

How to satisfy the gripes of an overworked, underpaid custodial staff.
How can I bring the custodial staff "up to my level" in thinking of standards for plant operation and maintenance?
How to arrange a time schedule for janitorial help.
In a small school with inadequate maintenance help, how can I attend to my other duties and still keep the building in good condition?
What is the place of a school custodian as to duties, privileges, and responsibilities?
How to get custodians to take pride in a clean building.
How to secure effective janitorial co-operation.
How to secure teacher co-operation in plant maintenance.

c. *Ordering and Purchasing*

How to learn the best methods of purchasing and getting order ready.
How to check properly to see merchandise is received before being paid for.
How much buying should be done locally when a slight saving could be made by buying elsewhere?
How to understand every phase of the school monies. How can I be certain that my methods are best?
How much to order for adequate use?
How to improve my system of purchasing.
How to break down local prejudice against wholesale buying of supplies.
Where—from whom—how much to order?

d. Distribution of Supplies

What is an equitable method for distributing supplies?

How to set up a system of control over supplies.

How to train staff members in the maintenance of a running inventory for supplies.

How to determine from teachers what supplies they will need for the following year without being picayune.

How to secure the necessary supplies to meet changing condition in the school.

How to keep a running inventory so that supplies on hand are known.

e. Limited Facilities and Funds

How to provide a modern high-school education on a limited budget.

How to obtain the necessary equipment and supplies since funds are very limited.

How to obtain greater allotment of funds for extracurricular activities, visual aids, etc.

How to earn money for unfurnished necessities.

How to make an old building conform to new needs.

How to raise funds to pay off old bills that were made the previous school year.

How to operate a full program on a very limited budget.

Where could monies provided be put to the best use?

f. Accounting Methods

How to learn the many financial records for high schools.

How to set up the books for financial control in the school.

How to learn the bookkeeping system used, etc., more quickly.

What are the sources of revenue within the school?

How to understand the financial accounting system of the school.

8. PUPIL TRANSPORTATION

a. Bus Routes

How to lay out bus routes to avoid long riding time and also keep patrons reasonably happy.

How best to reroute buses to get pupils to school on time and not overload buses.

Getting additional bus lines to serve the pupil population better.

How to lay out bus routes with maximum service and minimum cost.

How to route the buses so that we get maximum results from transportation investments and expenditures.

b. Pupil Discipline

How to discipline bus riders effectively.

How to get good behavior on bus routes.

How to have parents realize that they too have an outstanding role to play as far as student discipline on school transportation is concerned.

Is school responsible for the bus pupils from time of boarding to time of disembarking?

How to train a bus driver to get the best from student passengers in a short time.

What are the duties of bus drivers?

What can be done about student conduct on buses?

c. *Special Problems*

What can we do about the sending district's calling off school in bad weather, because their geographical conditions are so different from the local situation?

Because half of our students are transported, it means different sets of regulations for the two groups and it is difficult to unite them.

After school activities are curtailed because 70 per cent of pupils are transported.

How to carry out promises regarding transportation of pupils made by others (such as board members) which are impractical.

What can be done at noon with a large group of bus students (125 or more) when no cafeteria or play room is available?

What can we do to hold many students for extra help, when they must return home by bus?

FOUR NEW RECORDINGS

Four more *Enrichment Records*, based on the popular Landmark Books for boys and girls published by Random House, Inc., 457 Madison Ave., New York 22, New York, are now available. The new recordings, like the first four titles, will be issued by Enrichment Materials, Inc., 246 Fifth Ave., New York 1, New York, an organization formed to produce recordings of great events from our nation's past. This project is under the direction of Martha Huddleston, well known for originating the Teen Age Book Club.

The new releases are based on *Paul Revere and the Minute Men*, *Our Independence and the Constitution* (both written by Dorothy Canfield Fisher), *The Building of the First Transcontinental Railroad*, by Adele Nathan, and *The Wright Brothers*, by Quentin Reynolds. Each title will be available as a two-record set in standard (78 rpm) speed for \$2.95, and as a single long-playing (33 $\frac{1}{2}$ rpm) record for \$3.75. The long-playing version will contain two titles on each record.

Authentic music of the period is used as background for the straight dramatic presentation by a full cast of Broadway and radio actors. The dramatizations have been written and produced by Howard Tooley, who supervised the first four titles in the series.

The first four records in the series are based on these Landmark Books: *The Voyages of Christopher Columbus* by Armstrong Sperry; *The Landing of the Pilgrims* by James Daugherty; *The California Gold Rush* by May McNeer; and *The Pony Express* by Samuel Hopkins Adams.

Practical Personnel Policies Essential For Good Schools

To all who are interested in good schools

Back of the procedures within a school system are policies based upon some type of standards and values. Where democratic ideals prevail, the personnel practices magnify the dignity and worth of the individual teacher. In turn, the teacher is stimulated to personify American ideals in daily living with children and youth.

To an increasing extent personnel policies are being developed by the co-operative efforts of boards of education, school administrators, classroom teachers, and parents. Through such co-operation comes understanding.

This article states the essentials of professional personnel policies. It suggests a basis for high staff morale and professional levels of teaching service. The recommendations are offered to both teachers and public for study and appropriate action.

The article has been prepared under the auspices of the NEA Committee on Tenure and Academic Freedom and is endorsed by: the American Association of School Administrators; National Association of Secondary-School Principals, National Congress of Parents and Teachers, National School Boards Association, Inc., NEA Department of Classroom Teachers, NEA Department of Elementary School Principals, NEA Commission for the Defense of Democracy Through Education; and NEA Committee on Professional Ethics.

The essentials of practical personnel policies are:

Administrative Policies which bring out the best in people.

Personnel Practices which are mutually agreed upon by employer and employee.

Professional Obligations of employees to give their best services and to strive for self-improvement.

Goodwill and Ethics liberally mixed in employer-employee relationships.

Orderly Dismissal Procedures which include:

written notice of reasons

a fair hearing on the charges if desired

opportunity to call witnesses and to prepare a defense
the right to appeal

The foundation of good personnel and instructional conditions is made up of many factors including the following:

Well-Written Laws establishing conditions of employment, such as are currently in effect in a number of states.

Local Policies covering the duties and functions of all professional employees including a clear statement of the purposes and procedures of sound employment practices.

Attitudes of mutual faith and goodwill among classroom teachers, administrators, and boards of education, which will permit good teaching to develop in an atmosphere of understanding and freedom from suspicion.

Channels of communication made effective through organizations, conferences, and publications in order that board members, administrators, and classroom teachers may have ways of coming together on problems of mutual concern.

Public Relations that promote wide understanding of the purposes and procedures of reasonable personnel policies and practices.

Participation by the professional staff in the development of the policies dealing with employment, promotions, transfers, salaries, instruction, and other problems of employment and teaching.

Systematic Plans for employment including clearly written statements of school policies with emphasis on salary schedules, sick-leave provisions, professional growth policies, and promotion procedures.

Orientation Arrangements to get the new teacher off to a good start and to help him understand his obligations and opportunities.

Supervision to give intelligent help to classroom teachers in discovering and solving their problems and to improve teaching through co-operative planning and action.

Professional Growth Plans to keep teachers continuously informed on new ideas in education and to supplement the professional preparation begun in the colleges and the universities.

The structure of personnel practice may be further improved when there are:

Written Rules to provide the basis for discussion and understanding. These rules may be in contracts or in booklets—but every teacher should have a copy.

Salary Schedules, written and drafted in accordance with acceptable standards. Many issues can be settled by a salary plan worked out co-operatively.

Communication Channels for clearing staff problems. Confidence is promoted by properly kept records and by prompt answers to teachers' questions.

Standards to guide transfers, promotions, and assignments. When upon by all concerned they are likely to follow reasonable and ethical patterns.

Classroom Conditions suitable for good instruction. Adequate lighting, reasonable class size, and freedom from unnecessary interruptions are among the conditions requisite to teaching success.

Instructional Supplies available in adequate amount and with consideration of the experiences to be given to pupils. More effective use will be made of materials if teachers help to select or develop them.

Bulletins and Outlines of the program of study for both experienced and new teachers. Such guideposts to instruction are helpful also to pupils, parents, and the general public.

Pupil Evaluation Procedures which are clearly defined. For the best interest of all concerned methods of evaluation of pupil progress should be mutually understood in the community by parents, teachers, and pupils.

Parent Contacts with the classroom teacher for the guidance of children. Worth-while conferences requiring planning and sufficient time can be arranged best when classroom teachers, administrators, and parents work together.

* * * * *

This article has been prepared under the auspices of the Committee on Tenure and Academic Freedom of the National Education Association of the United States. The COMMITTEE ON TENURE AND ACADEMIC FREEDOM is composed of Martin W. Essex, Lakewood, Ohio, Chairman; and Bess Bays, Boise, Idaho; Jessie Cunningham, Wheeling, W. Va.; Mary Ann Pesognelli, Pittsburgh, Pa.; and Haswell H. Walker, Charlottesville, Va.

Single copies of this article in pamphlet form may be obtained free from the Committee's staff contact: Virginia Kinnaird, 1201 Sixteenth Street, Northwest, Washington 6, D. C. Orders for quantity lots of the pamphlet should be addressed to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. The costs are: 10 copies, 25¢; 10-100 copies at 20¢ per 10; more than 100 copies at 10¢ per 10 copies. Orders must be accompanied by funds in payment. Make checks payable to the National Education Association.

The Administrator and the Modern Classroom

LESTER S. VANDER WERF

WHAT SHOULD BE THE ADMINISTRATOR'S CHIEF CONCERN?

IT is almost trite to say in 1952 that an administrator's primary responsibility should be the facilitation of the instructional program. All of us have said so for years. Yet, research studies reveal that principals and others often become bogged down in routine and detailed "desk work," sometimes the kind that high-school students could do as efficiently. It is encouraging to note, however, that many administrators, particularly in small schools where office staff is likely to be inadequate, are actually making more use of high-school students to the benefit of both them and him.

Probably more pertinent is the observation made by many that the reason for administrators' "reluctance" to assume more concern for instruction is their feeling of inadequacy. Some may not have been the "best" teachers themselves and, therefore, have no confidence in their judgments about teaching. Others feel adequate only in their special field of preparation.

It is hoped that what follows will encourage school principals to re-evaluate their position in relation to instruction. It hardly need be said that such re-evaluation may require some reflection, some reading, some applications to a variety of classrooms, and some careful planning to implement the results of these processes.

WHAT ARE DESIRABLE LEARNING CONDITIONS?

Before one can work effectively with people or ideas, he needs some criteria against which to structure his operations. The twelve statements below, describing the essential characteristics of a desirable learning situation, are the result of extensive search through educational literature, critical evaluations by educational leaders the country over, and several revisions. This *Guide*¹ can serve as an instrument in evaluating modern classrooms. For is it not true that,

¹V. J. Glennon and L. S. Vander Werf, *Modern Classroom Guide*, copyright 1952.

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where proper learning conditions exist, desirable learning is taking place?

Before use of the *Guide* assumption is made for some curriculum framework within which the total school program is operating. The framework can be any kind, from extreme subject matter division to the most advanced "core" programs with self-contained classrooms. It is impossible within the limits of this paper to do more than present the descriptive statements, except to say that the modern classroom demands from the teacher more challenge, more knowledge of the world, more understanding of his students, more planning, more materials, more flexibility.

MODERN CLASSROOM GUIDE

1. Group and individual purposes are developed co-operatively by pupils and teachers.
2. Learning experiences, activities, and procedures are planned, developed, and appraised co-operatively by pupils and teacher.
3. A variety of learning materials and sources is developed and adapted to individual and group use and evaluated co-operatively by pupils and teacher.
4. The quality of the learning experiences is evaluated co-operatively by pupils and teacher in terms of purposes and reconstructed values.
5. Growth of the individual in skills and understanding is evaluated co-operatively by pupils and teachers.
6. Much learning stems from solving of problems important to students organized into units and related to previous experiences.
7. Pupils are free to communicate with each other; i.e., without expressed teacher permission and are free to question all sources of information including statements made by teachers.
8. There is an obvious but not forced effort to provide real experiences in group living where competition is ethically controlled.
9. Learning tasks are individualized for achievement of success according to abilities and talents.
10. Warm, friendly pupil-teacher relations grow from the teacher's (a) acceptance of each student as unique, (b) study of individual students, and (c) concern for group welfare.
11. There is continuous effort made to clarify values to see their broad implications.
12. The classroom living continuously and naturally functions in relation to an expanding community of other students, other teachers, and parents and other citizens.

WHAT IS ADMINISTRATOR'S DIRECT RESPONSIBILITY
FOR DESIRABLE CLASSROOMS?

1. *An awareness of how aspects of the total program are related.* It is important to be able to avoid duplication as well as to be able to suggest classrooms where certain "content" is effectively taught.
2. *An awareness of strengths and weaknesses of staff members.* Since no person is maximally effective in all aspects of teaching, help can often be derived from those who have outstanding strengths.
3. *An awareness of continuing problems of individual teachers and continuing problems of the staff generally.* It may often be necessary to suggest possibilities where certain procedures have failed. For example, a co-operative exploration of community resources may be in order, or the encouragement to utilize a current event and its potential for vital learning.
4. *An understanding of the essential characteristics of both resource and experience units, and their relationship; how meaningful problems can be defined and learnings related to their solution.* What is equally important, how attitudes, skills, and appreciations are implicit in a good learning experience.
5. *A continuous attitude of inquiry on what is being done.* This is not only so he may know, but that he may know why and how, the *why* a constant check against declared objectives.

WHAT IS THE ADMINISTRATOR'S INDIRECT RESPONSIBILITY
FOR DESIRABLE CLASSROOMS?

Since the administrator more than any single person sets the tone for the school or school system, he should feel the necessity for—

1. *Providing vigorous leadership.* Someone must set the sights, create horizons above the present, encourage pioneering and experimentation and *never be satisfied with what is done*, even though he is quick to commend successful effort and praise achievement.
2. *Staff planning and the agreement on common goals.* There is some evidence that teachers as groups have as much difficulty in rising to their potential as students with a teacher, perhaps more. An atmosphere of searching for ever more valid criteria for objectives as well as the objectives themselves is an aim worthy of the best minds and energies school people have. Equally important is the possibility for proliferation to each

classroom; that is, as teachers experience the co-operative idea they may set the same tone for their own students.

3. *Allowing teachers time to teach and plan their teaching.* Teachers the country over are complaining about administrative burdens. Relief from such secondary tasks is a first order of business.
4. *Encouraging self-evaluation by staff members.* For example, in the light of desirable learning conditions, what is the proper use of a textbook, mimeographed questions, or evaluative devices? In any school much must be left to the discretion of the teacher, and, given the functioning of the above named direct and indirect responsibilities, critical self-evaluation should become a growing facet of every teacher's general competence.
5. *Providing flexibility from schedules to furniture.* This does not mean that whole groups of students need be forever on the move, never lighting long enough to take a breath. By virtue of the interest taken by the administrator, teachers can be expected to defend their practices in terms of the school's objectives on their own.

Many administrators cannot, anymore, justify anything like former expenditures on textbooks and workbooks, if at all. Implicit in this point of view, however, is a defense of other more flexible and often expendable materials. It would seem that the chances for such defense are greater when teachers and administrators work together to understand their relationship to each other and to the school program.

FROM WHENCE COMES THE ADMINISTRATOR'S SENSE OF DIRECTION?

Objectives have been mentioned several times. Is it not necessary for a principal or superintendent to formulate some of his own? To keep a school running smoothly is desirable but superficial. Sometime, somehow, the issues of meaningful and vibrant classrooms must be faced. What objectives an administrator defines clearly as his own may in large measure determine not only where he and "his" school go, but also how long it will take to arrive.

The Lay Revolt Against Educational Procedures

CHARLES A. TONSOR

EDUCATION has two primary functions: to guide the young person in developing himself—his character, personality, and talents; to guide him to an understanding of and participation in the culture in which he lives. The former involves individual forces and factors; the latter involves social forces and factors, the heritage which has come down through the ages and distinguishes a way of life. The latter colors the former and, therefore, character development in Sparta, Nazi Germany, Soviet Russia, and America are quite different things.

Character development in the Western world is colored by the Christian-Hebraic-Classical tradition which constitutes the cultural heritage within the framework of which a life is built. That culture deals with *absolutes*, not *relatives*. The same thing is not right now and wrong then. Truth is a virtue, and falsehood a vice, quite contrary to what we witness daily in the Soviet scheme of things.

The absolutes of the moral law are such things as the Ten Commandments, the Sermon on the Mount, and the Golden Rule. They are binding upon all persons, at all times, under all circumstances, and in all places. They are the standard to which character is to be shaped and by which society is to be conducted. They are not of one sort for one side of the railroad tracks and another for the other. Rich man, poor man, beggar man, thief—all come under the weight of their authority. When they cease to dominate Western culture, Western culture has disappeared as assuredly as what was Nineveh, Babylon, Athens, or Rome.

The only real education of youth for life adjustment in our present culture, or to preserve our present culture, is education within the framework of the moral standard which sustains our culture. Any attempt to found education for life adjustment on any other bases than these must rapidly destroy the culture it is supposed to preserve. It is the uncertainty on this point that is at the bottom of lay dissatisfaction.

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tion with education as the lay mind sees it today. The results, in terms of the age and its turbulence, make the lay person fearful that education has lost its anchor and has substituted the *relative* standard for the *absolute* standard on which Western culture was based.

Nor is this its only worry. It recalls the Biblical injunction to "train up a child in the way he should go and when he is a man, he will not depart from it." It is suspicious of the training because it has seen so many departures from the way. It is suspicious of pupil-teacher planning, for after all, thinks it, isn't this committee work the theory behind the Soviet organization? Isn't the committee—Russian, Soviet—the method which is supposed to run Russia? Weren't the commissars advisers of committees, like teachers advising pupils in their committee work? Lay people do have long memories in spite of the educator's attempt to belittle the place of memory in life, and they don't like this committee business.

The fundamental concept behind the framing of our American government was that education would lead citizens to respect authority and lead authority to respect citizens. Because of this concept, our government was organized as a representative democracy, not as a soviet. Educated people would select the best possible representatives and these would select the still better servants of the people. That was the theory behind the electoral college. Unfortunately the educational system needed to create that kind of people was not framed at the same time as the constitution was framed.

The lesson of the twentieth century has shown very plainly that a definite type of education is required to support a culture. When Mussolini broke with the Italian cultural tradition and followed the Marxian concept of a total state, he reorganized education and in a short time used the pressure of youth to overcome the resistance of their elders. Likewise Hitler and Stalin. The *Giovanni d'Italia*, the *Deutsche Jugend*, and the Russian *Komsomolsk* soon changed the entire scheme of things. And it is the consciousness of the success of these agencies that is leading the lay mind to question the goals of our education, the direction in which it is going.

Sufficient has been established with regard to communist infiltration into education to cause the lay mind to worry about the things that are going on. As Stalin, Hitler, and Mussolini seized control of their governments through the weakness of education in these countries, the lay mind here worries that the same seizure will occur here, but not from above! Rather from below, through the weakened loyalty of school children, the disparagement of the American Way, the breakdown

of the absolute moral code, and the weakening of the respect for authority.

The classical tradition has departed from our schools. It soon will depart from our culture. The study of Marxism has taken its place wherever Modern History is taught. Since modern European history is taught in the secondary schools before American history is taught, and since almost fifty per cent of the secondary-school population has dropped out before it has studied American history and institutions, there is a very serious worry on the part of the lay mind as to just where public education is taking America.

Educators are taking the wrong tack in calling down their critics. Rather they should recall that where there is smoke there is fire. The lay mind will follow wrong leaders only if there are no real leaders to take it in the way it wants to go, or who will convince it that it is wrong. The ability of wrong leaders to capitalize on public discontent is a cue to the depth and heat of that discontent. It should indicate to educators that the public believes it is being led into avenues along which it does not want to go, and like the faithful horse, has at last begun to balk.

CATALOG OF AVIATION BOOKS

A new 1952 catalog of *Aviation Books and Equipment* is now available free of charge from Aero Publishing, Inc., 2162 Sunset Blvd., Los Angeles 26, California. This new catalog lists about 400 aviation books of all publishers and the Government Printing Office. There are 25 different classifications of books listed, such as: Aeronautical Engineering, Aircraft and Engine Mechanics, Aircraft Production, Airports, Airways, Dictionaries, Elementary Aviation Books, Flight engineering, Helicopters and Gilders, Logbooks, Meteorology, Military Aviation, Model Aircraft, Navigation, Pilot Certification and C.A.A. Ratings, Piloting, Radar, Radio, and miscellaneous. Write directly to Aero Publishers, Inc.

A Study of Attitudes of School Administrators Toward Religious Instruction in the High School¹

MORTON deCORCEY NACHLAS

IF the multiplicity of articles and books² are any criterion, it must be admitted that one of the most important problems in contemporary American life is the role of religious instruction in the public school. In recognition of the importance and scope of the problem of religious instruction in the public school, it was decided to discover what the people of a representative community think about it.

DESIGN OF THE FIELD RESEARCH

It was decided that information would be sought from several groups, one of which was to be the school administrators, that is, principals and vice-principals of the public secondary schools. The method of interviewing the group and getting the attitudes toward religious instruction in the public high school would be by means of a schedule to be administered personally by the writer. The schedule was to be based on the current approaches³ toward religious instruction in the public schools. The points of view were to be determined

¹ The writer is indebted to the Messrs. L. K. Replogle, Irvin F. Young, F. C. Slager, A. Besancon, W. C. Dyer, H. P. Swain, C. L. Dumaree, and to Professors H. B. Alberty, P. P. Denune, C. C. North, F. Robbins, and R. Sletto, all of Columbus, Ohio.

² See *Readers Guide to Periodical Literature*, v. XVII, May 1949-March 1951. New York. H. W. Wilson Co. 1951. *The Education Index*, v. VII, July 1947-May 1950; and June 1950-May 1951. New York. H. W. Wilson Co.

³ Supreme Court of the United States, No. 90-October term, 1947. Vashti McCollum vs. the Board of Education of School District No. 71, Champaign County, Illinois, Mar. 8, 1948; Cubberly, E. P., *Public Education in the United States*, (Boston: Houghton Mifflin Co. 1934); Thayer, V. T., *Religion in Public Education*, (New York: Viking Press, 1947); Williams, J. Paul, *The New Education and Religion*, (New York: Association Press, 1946); Bower, William Clayton, *Church and State in Education*, (Chicago: University of Chicago Press, 1944).

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from a study of the literature on the subject. It was assumed that the attitudes of the group to be interviewed would fall within the points of view brought out in the literature.

It was further decided that thirty interviews with school administrators would be sought. This number (in addition to the other groups interviewed) was considered large enough to be of some significance. The problem of the sample was facilitated by the number of schools. Since there were not enough high schools to provide the desired number of administrators, the junior high-school principals and vice-principals were also interviewed. Twenty-eight interviews were completed.

COMPOSITION OF THE SAMPLE

The public school administrators were a very homogeneous group. Of the twenty-eight persons interviewed, the fifteen males were all principals, the thirteen females, all vice-principals. Since the main interest of the study was in the attitudes of the school administrators *per se*, rather than in the attitudes according to sex, the sample was treated as a whole. No attempt, therefore, was made to separate the responses according to sex.

All 28 persons were Protestant; 4 had Bachelor degrees, 22 had Master of Arts degrees, one had a Masters in Electrical Engineering, and one had the Doctor of Philosophy degree. Practically all the administrators had done work beyond the Bachelor's and Master's degrees. Because of the salary schedule for teachers, the income of the 28 school administrators fell into two groups: 19 earned between \$4000-\$4900, while 9 earned over \$5000. Age range of the group was as follows: 4 between 30-39, 8 between 40-49, 13 between 50-59, and 3 over 60.

ATTITUDES OF THE SCHOOL ADMINISTRATORS

The attitudes of the school administrators toward the problem were secured through their answers to five main questions:

1. Do you think religious instruction should be taught in the public high school?
2. How should religious instruction be handled?
3. By whom should religious instruction be taught?
4. On what basis should religious instruction be taught?
5. When should religious instruction be taught?

The responses to the questions are shown in table form:

TABLE 1. DO YOU THINK RELIGIOUS INSTRUCTION SHOULD BE TAUGHT IN THE PUBLIC HIGH SCHOOL

<i>Answers</i>	<i>Number</i>	<i>Per cent</i>
Yes	9	32
No	8	29
Uncertain	1	3
With Reservations	10	36
TOTAL	28	100

At the time of the interview, the school administrator was asked to state briefly in his *own* words why he thought religious instruction should or should not be taught in the public high school. A few of the answers can be revealing. Of those persons answering, "Yes, religious instruction should be taught," some suggested:

Too many pupils are getting no religious instruction.

It's a way of life

It should be part of regular education. Students are not whole without religious training.

Of those persons responding, "No," some suggested:

There might be an attempt to force sectarianism.

I am opposed to any union of church and state. Our public schools educate all the children of all the people in a democratic approach which in itself does not tolerate any specific faith.

We are committed to the education of all youth. Each has a right to his own choice. In a dynamic world, we need reflective thinking, not *status quo*. A democratic citizen needs character training; this [training] can be developed in the school program.

Those persons responding, "Yes, but with reservations," to the teaching of religious instruction, favored such instruction if the problem of setting up the program could be solved.

TABLE 2. HOW SHOULD RELIGIOUS INSTRUCTION BE HANDLED

<i>Answers</i>	<i>Number</i>	<i>Per cent</i>
Required of all students	7	25
Required of some students
Offered but not required	13	46
Should not be taught at all	8	29
Uncertain
TOTAL	28	100

From an analysis of the responses to the question in Table 4, only one conclusion is possible. There is no agreement among the school administrators as to the basis on which religious instruction

TABLE 3. BY WHOM SHOULD RELIGIOUS EDUCATION BE TAUGHT

<i>Answers</i>	<i>Number</i>	<i>Per cent</i>
By regular teachers	3	11
By religious teachers	1	3
By specially trained teachers	15	54
Should not be taught at all	8	29
Uncertain	1	3
TOTAL	28	100

should be taught in the public high school. But if the largest percentage (25) is taken to mean the predominant attitude, the conclusion is that the administrators feel religious instruction should not be offered in the public high school.

TABLE 4. ON WHAT BASIS SHOULD RELIGIOUS INSTRUCTION BE TAUGHT

<i>Answers</i>	<i>Number</i>	<i>Per cent</i>
Particular sectarian point of view
Non-sectarian point of view	4	14
Point of view of religious (spiritual) values	2	7
From point of view of ethical values	3	11
To acquaint the child with all religions	4	14
Should not be taught at all	7	25
Uncertain
Others ¹	8	29
TOTAL	28	100

¹ Eight school administrators responded with combinations other than those listed on the schedule. Four favored instruction from a religious (spiritual) and ethical point of view; one, from a religious (spiritual), ethical, and all-religions point of view; two, from a non-sectarian and religious (spiritual) point of view; and one, from a religious (spiritual) and all-religions point of view.

TABLE 5. WHEN SHOULD RELIGIOUS INSTRUCTION BE TAUGHT

<i>Answers</i>	<i>Number</i>	<i>Per cent</i>
On released time	3	11
During regular daily school program	17	60
After school	2	7
Not at all	5	18
Uncertain	1	3
TOTAL	28	100

CONCLUSION

Before any attempt to draw conclusions is made, three important factors must be stressed. *First*, that the conclusions refer only to the

twenty-eight public school administrators interviewed; *second*, that terms like religion, religious instruction, *etc.*, were not defined on the schedule or by the writer. Each interviewee was allowed to define terms for himself. *Third*, that despite the fact that the questions of the schedule were answered separately, they must all be considered together in order to secure a total picture. With these cautions in mind, it is possible to indicate the attitudes of the school administrators toward religious instruction in the public high school.

1. Approximately two thirds (68 per cent) of the school administrators are in favor of having religious instruction offered in the public high school. But of this 68 per cent, approximately one half (36 per cent) favor the program "with reservations"; that is, if the problem of setting up the program could be solved.

2. On the question of how religious instruction should be handled, a little less than one half (46 per cent) of the school administrators are in favor of having religious instruction in the high school as an elective. A little more than one fourth (29 per cent) of the leaders feel that religious instruction should not be taught at all, while one fourth (25 per cent) favor making religious instruction compulsory for all students.

3. A little more than one half of the school administrators are in favor of having religious instruction in the high school taught by specially trained teachers. A little more than one fourth of the school administrators feel that religious instruction should not be offered at all.

4. On the question, "On what basis should religious instruction be taught?", there is no agreement among the school administrators. The largest group, one fourth of the administrators, feels that religious instruction should not be offered at all. The remainder feel that many other points of view should be stressed. As a result, there is no agreement among the administrators as to the basis on which religious instruction should be offered in the public high school.

5. A little more than half (60 per cent) of the school administrators are in favor of having religious instruction during the regular daily school program, rather than on released time or after school hours.

DISCUSSING THE PROBLEM WITH THE ADMINISTRATORS

In addition to securing and reporting the statistics of the study, the writer had the opportunity of discussing the whole problem of religious instruction in the public high school with the administrators. These informal discussions were just as revealing of attitudes as the statistical material, but for various reasons were not reported in the

study. The writer should like to indicate in his own words the gist of the remarks, but with the caution that the interpretation is his alone.

Two administrators admitted to not favoring any form of religious education in the public schools at all. Both gave as their reasons the fact that religion has been the cause for so much strife, hatred, and warfare; that religious instruction, therefore, could do nothing other than to divide students and to make them aware of differences; and that since democracy should unify rather than divide, they could not condone any form of religious instruction in the public schools.

The remainder of the interviewees accepted the place of religion in society. They felt that religion *per se* was a good thing, but many could not see how it could be handled in the public school. Most of the administrators admitted to the writer that they would not wish to get themselves involved in a program of religious instruction in the public high school because they thought the problems of setting up such a program insurmountable.

As a result of the informal discussions, the writer has felt that even though the administrators were in favor of religion, they were confused. Possibly the confusion is in part due to the complexity and number (some 250) of Protestant sects in the United States.

The whole problem of religious instruction in the public school is one that is wide open for research and study. Without doubt many scholars will, in time, find the opportunity for adding to our store of knowledge in the field.

CAREERS IN ENGINEERING AND SCIENCE

Dr. Frederick M. Raubinger, Commissioner of Education, New Jersey State Department of Education and Vice Admiral Harold G. Bowen, Executive Director, Thomas Alva Edison Foundation, West Orange, New Jersey, announce their joint sponsorship of the Fourth Edison Foundation Institute to be held on November 24 and 25, 1952, at "Glenmont," Thomas Edison's home in Llewellyn Park, West Orange. This joint Institute will explore ways and means for industry and education to work together at the elementary- and secondary-school levels to enable students to obtain a basic understanding of our industrial economy and its international impact, the fundamental role played by engineering and science in that economy, and the need to encourage more high-school students to choose careers in engineering and science. Fifty participants including industrialists, educators, and civic leaders have been invited to attend this co-operative experiment in education.

Checklist For Self-Evaluation

In Teaching Skills

MAX BERGER

ONE of the chief problems facing any school supervisor these days is the training of new teachers, fresh from college. Although theoretically conversant with the elements of good teaching and proper lesson planning, it is the rare newcomer who does not flounder around when actually placed in a classroom. Innumerable hours are devoted to conferences with such new personnel upon classroom procedures, management, methodology, and the myriad details that go into the making of a successful teacher. The discouraging thing about it all, from the supervisor's viewpoint, is the fact that each term brings another crop of young hopefuls, all starting from scratch, with the same old questions, problems, and mistaken ideas. After several years of this, the author finally determined to jot down in written form the essential points which had arisen in conference after conference, and to hand this summary to the newcomer as a general guide. It was a short step from this to expand the outline into a checklist. The new teacher found it invaluable; the older teacher interested in professional growth and advancement expressed an interest in it too. It was found to be effective also with such teachers as were sensitive to direct supervision or criticism, but who were quite ready to seek self-improvement when the initiative was left in their own hands. Supervisors facing similar problems may find it valuable as a handy reference and guide.

CHECKLIST FOR SELF-EVALUATION IN TEACHING SKILLS

1. *Aim of Lesson*
 - a. Was the aim worthwhile?
 - b. How stated: student or teacher?
 - c. Was the aim written on the board?
 - d. Was there a check to ascertain that students understood the aim?

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- e. Was aim clearly kept before class throughout the lesson?
- f. Was the aim realized?

2. *Motivation*

- a. Did motivation awaken widespread student interest?
- b. Did it identify the student with the problem?
- c. Was it logical, appropriate, sustained throughout the lesson, tied into the summary?

3. *Apperceptive Background*

- a. Was there a review?
- b. Was present connected with previously learned material?
- c. Did teacher call upon the environmental background of the class?
- d. Was lesson related to the work in other subjects?
- e. Was the homework assignment brought into the lesson?

4. *Development*

- a. Was there a clearly understood plan?
- b. Was there a logical development?
- c. Was development continuous or jerky?
- d. Were transitions smooth?
- e. Did the students carry the lesson or was the teacher continually "pulling"?
- f. Socialized approach or Socratic dialogue?
- g. Was pace good, or did it either race or drag?
- h. Did it cover the most important aspects of the topic being studied?
- i. Relevant classroom activities: dramatizations, forums, debates, panels, manual applications?

5. *Questioning*

- a. Form: clear, simple, direct, within student comprehension level, personalized?
- b. Number: a few broad pivotal questions or innumerable petty ones?
- c. Distribution: was every student drawn into lesson, or did a few good students make all the responses?
- d. Did the teacher repeat answers?
- e. Effect on students: did questions arouse interest, stimulate thinking, evoke broad discussion, help carry the lesson along; were they adapted to varying ability levels in the class?
- f. Were students stimulated to question the teacher, to question each other?
- g. Student to student discussion rather than student to teacher recitation?

6. *Teacher*

- a. Are his dress, manners, posture appropriate?
- b. Is his voice low, well-modulated, distinct, clearly heard by all students in the room?
- c. Does he know his subject?
- d. Is his manner pleasant but firm?
- e. Does he have the respect of his students?
- f. Does he try to curry favor with his students by being "easy"?
- g. Is he in firm control of the classroom situation at all times?
- h. Has his presentation become a monotonous routine, or does he vary his techniques?
- i. Does he transmit an enthusiasm for his subject to his students?
- j. Does he routinize details of class management?

7. *Students*

- a. Interested, anxious to participate, quick to respond?
- b. Well trained, orderly, well-behaved?
- c. Prepared?
- d. Respect for each other as members of a group?
- e. Self-proposed activities?

8. *Teacher-Student Relationship*

- a. Mutual respect?
- b. Respect for authority?
- c. Freedom of expression?
- d. Do students look to teacher as a leader?
- e. Good rapport?

9. *Visual Aids*

- a. Proper use of blackboard?
- b. Illustrative materials introduced? Pertinence, accuracy, interest?
- c. Were films or records previously used tied-up with lesson?

10. *Summary*

- a. Was the lesson "clinched"?
- b. Was there appropriate drill?
- c. Medial summaries?
- d. Was summary in terms of the original problem? In terms of the original motivation?

11. *Assignment*

- a. How done?
- b. Arise out of lesson?
- c. Clear, definite, concise?
- d. Properly motivated?

- e. Efficiently checked?
 - f. Types: review, drill, advance?
 - g. Was some written activity called for?
 - h. Clearcut student responsibility for completion?
 - i. On board when class arrived?
 - j. Copied promptly and quietly?
12. *Physical Appearance of Room*
- a. Neat, orderly, clean, businesslike?
 - b. Atmosphere conducive to learning?
 - c. Bulletin boards: timely materials, student work, maintained by student committees?
 - d. Illustrative materials: relevant, neat, changed periodically, brought into the lesson, student contributions?
 - e. Blackboards: neat, clean, boardwork an outline of the lesson?
 - f. Lighting and ventilation?

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WATCH FOR FURTHER ANNOUNCEMENTS

Utilization of the Central Sound System in the Secondary School

JOHN W. WYNN

IN the early 1920's the use of radio as an educational tool crept into our schools. Some teachers used radio as a motivating agent, capitalizing on the novelty appeal of radio. The radio provided a convenient access to a wide variety of sources of new, up-to-the-minute information, interpretation, and illustration which could be used to enrich the whole content of instruction.¹ It wasn't too long a period before radio became an accepted device used for the promotion of learning.

Radio and the fidelity of its performance has come a long way from the early 1920's; so also has its value as an audio aid to instruction advanced.

With the advent of the power amplifier, there was developed the central sound system; an electronic development which meant many new horizons in the use of audio aids in education. The radio provided for reception of radio programs, but the central sound system incorporated not only provisions for receiving radio programs and playing them, but also provided for playing recordings and added the feature of a microphone—a new boom to teaching and administration. The school sound system is planned to provide broadcast listening, in-school program origination, and recording and play-backs for all classrooms for the maximum utilization by principal, supervisors, teachers, and the student body.²

The intent of the writer in preparing this article is to make an attempt at establishing a procedure or schedule which would help "eliminate the unwelcome interruptions to classroom work that have led to criticism of sound systems in some places."³ It seems logical

¹U. S. Office of Education and the Radio-Television Manufacturers Association Joint Committee on Standards For School Audio Equipment, *School Sound Systems*, p. 5.

²*Ibid.* p. 9.

³American Association of School Administrators, twenty-seventh yearbook, *American School Building*, p. 160.

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to consider first the utilization of the central public address system by the head of the school, the principal, and then work down through the ranks until we reach the students—establishing and limiting areas in which these individuals may most effectively utilize the system.

THE PRINCIPAL'S USE

The principal can either "make or break" the acceptance of the sound system on the part of the faculty and student body. He should set the example for others to follow by using discrimination in selecting the type of notices and announcements he makes over the public address system. Perhaps even more important is the time and the number of times during a school day that he makes these announcements. Far too often, we find as the case, the principal (or appointed representative) being "mike happy" in making trivial announcements at inopportune times, or using the central sound system to page people to the office. These practices are frowned upon and tend to magnify criticism of the central sound system in school buildings. This fact cannot be over-emphasized because, time and time again, the sole complaint of the central sound system is that there are too many unimportant announcements and notices interrupting the routine of daily classes. The secondary-school administrator has two responsibilities in coping with this particular problem. The first, and perhaps the most important, is to set an example by not misusing the sound system in making unnecessary announcements and paging teachers and students during the school day. Granted if an emergency should arise, then the principal is perfectly justified in doing this, and by so doing is capitalizing on one of the most valuable uses of the central sound system. Perhaps a worth-while experience to keep in mind, when dealing with this problem would be the reaction of a person when, in listening to a favorite radio program, the announcer blasts forth every ten minutes with a sixty-second commercial.

The second responsibility the high-school administrator should assume in administering the utilization of the central sound system is to prepare, either himself or have some faculty member or student prepare, a daily schedule of the activities for the sound system and the teachers requesting the same. With these two obligations fulfilled by the administrator—intelligent use of the system for routine announcements and notices, plus careful scheduling of the daily program—we can remove most of the unjust criticism of the central sound system for public school use.

The secondary-school principal should not permit the use of the sound system to become burdensome or over-bearing for himself. It

would be to the advantage of the students if they were charged with the responsibility of writing the daily announcements and in turn read them over the public address system at the scheduled time.

THE FACULTY'S USE

In most cases supervisors have little opportunity to use the sound system. However, there could be arranged a series of talks, scheduled over a period of time, each featuring a supervisor or department head; such as, the music supervisor, industrial arts supervisor, audio-visual aids director, attendance officer, guidance counselor, and heads of departments. These programs could be conducted as an interview with some student doing the interviewing, or they might be organized on the style of "F. D. R.'s fire-side chats," the ultimate goal of which would be to familiarize students with the various offerings and functions of the school. These programs by their very nature would not be too lengthy. For this reason, the central sound system would be used, thus eliminating herding large numbers of students into an auditorium and wasting time passing in and out.

The school guidance director, or other individuals, administering standardized tests could improve the administration of these tests considerably by making use of the central sound system. It seems practical for the writer to assume that the reliability of such tests would be enhanced because several groups of students would hear the same set of instructions read by the same person, at the same time, with the same amount of inflection and other qualities of speech. Of course the tester would continue using the sound system as a device for timing tests.

Consideration of the teacher and student utilization of the central public address system will be treated as much as possible as one topic. After all the teachers use of this equipment is for the ultimate benefit of the students.

USEFUL PURPOSES

The school sound system fulfills a very important need in supplying radio-broadcast distribution to the entire student body or to selected classrooms depending upon the situation. Some schools have a regularly scheduled news broadcast once a day to which the entire student body listens. This practice seems to be becoming more and more popular, growing out of the demands of many teachers in a single school building requesting radio receivers to use in social studies classes quite often for the sole purpose of listening to news broadcasts. Teachers may have additional news broadcasts and com-

mentaries "piped" into their classroom merely by scheduling them in advance with the proper authority. The use of radio through the central sound system is not limited to news broadcasts, but any programs which would be suitable for classroom use or school-wide listening may be obtained in the same manner. Through the broadcast medium there are outstanding events, major addresses, and special presentations of many kinds available as they occur. These and a variety of other listening experiences can become the foundation for the student to develop discrimination in his selection of radio programs to be heard out of school, and also for furthering the habit of good listening and constructive criticism.⁴

Closely related to radio for use with the central sound system is recording and playback equipment. Very often programs of considerable importance are on the air at an inconvenient time as far as in-school listening is concerned. These programs may be recorded, usually with either a wire or tape recorder, and then played back to the students at the appropriate time.

Another advantage to a recorded broadcast, being transmitted from the main control panel of a central public address system, is that student groups may hear for a second time the same program, which according to many studies is a very desirable situation, as the student retains up to about thirty per cent more of the information than he would have hearing the broadcast only once.

There are available transcriptions of many radio programs which teachers may borrow at no expense or at a very nominal fee. These may be played through the playback equipment of the central sound system. These transcriptions are made on 16" discs and require turntables which can accommodate this size "platter" and run at a speed of $33\frac{1}{3}$ revolutions per minute. The pick-up arm should be equipped with a micro-groove needle.

BENEFITS DERIVED

In using radio transcriptions, students benefit by the work of recognized artists, and professional programs which ordinarily would be unavailable to them. The Joint Committee on Standards for School Audio Equipment says: "Through thorough use of this feature of the sound system and opportunity to enrich and vitalize the teaching procedure is found—an opportunity which contributes to the pleasure and ease of learning, not by simplification alone, but by adding dynamic qualities to the learning situation."⁵

⁴U. S. Office of Education, *et. al.*, *op. cit.*, p. 10.

⁵*Ibid.*, p. 12.

Student participation in sound system utilization is the nucleus to as near as possible ideal situation. The trend in schools today is the delegation of more and more responsibilities to the students. There are student governments which work in co-operation with the administration and faculty in planning and administering student activities, there are student athletic managers, student secretaries for teachers, and many others—all which increase student responsibility and competence.

The administration of, and participation in, the operation of the central sound system is another area where students may acquire added knowledge and experience. In the senior high school there should be a core of trained students whose duties would deal with the actual operation and control of the sound system equipment during school hours. These duties, for the most part, would consist of "setting up" the daily schedule, and operating the equipment as the schedule directs. Another aspect of student participation would be recording regular broadcasts and student "live programs" for teachers to be used at some later date.

Student operation and control of a sound system is an important phase of student participation and should not in any event be underestimated. However, equally important is the opportunity for the student to write audio script, and in turn, have the experience of speaking before a microphone and being heard by an invisible audience.

The realm of student participation is not limited to the operation of the equipment and the mere writing and reading of script. Another realistic use of the system would be for the staging of political broadcasts relating to student elections. Student candidates seeking office in class and student council elections may be offered "air time" for the express purpose of appealing to the student voters for their support. Still another extremely worth-while activity is the student radio workshop. Many schools possessing central sound systems have included the radio workshop in the co-curricular programs. Students write and present material for regular broadcasts including sound effects, over a regularly scheduled in-school radio program, utilizing the central sound system as a medium for broadcasting. If the school is located in a community which has a radio broadcasting studio, it is very possible, in fact a reality, that the radio workshop could develop into a regular weekly radio program using the local broadcasting facilities. The radio workshop does not eliminate writing plays and other types of radio programs to be used as a part of the regular class activities, such as social studies, science, and English.

Co-Operation In Establishing A Salary Schedule

JOHNS H. HARRINGTON

INTRODUCTION

AMONG educators, the fact has already been well established that teachers' salaries are probably the most vital single factor in determining the quality of education in a given community. Among those members of the community who are responsible for the acquisition and distribution of the funds for the support of the public schools, however, the importance of adequate pay for the instructional staff is not as clear. Pressures from many other groups who are in a much better position to seek financial gain, the tendency on the part of some citizens to discredit education, and present economic maladjustments are a few of the causes for this lack of understanding.

For these reasons, as well as for many others, it is essential that teachers and administrators not only assist in the preparation of adequate salary schedules but also approach boards of education and community leaders in an intelligent and constructive manner for the purpose of insuring that appropriate pay increases are achieved. Some of the techniques which may be effectively used by a superintendent of schools, as well as by others, in negotiating on the subject of teachers' salaries with teachers themselves and with boards of education are presented herewith. Upon the successful utilization of these principles may depend the adoption of a proposed salary schedule and the effectiveness of a program of public education.

Recent successes in obtaining the adoption of improved salary schedules provide tangible examples that can be studied in undertaking similar projects. The California Teachers Association has documented these programs in Santa Monica and Inglewood. Prof. William J. Briscoe, superintendent of the Santa Monica City Schools, points out that the approximate steps are as follows:

1. Development of a *sound* salary schedule.
2. Determining whether the schedule can be financed in view of the present tax rate and other financial resources.

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3. Adjustment of the original schedule, if necessary, to that which is practical.
4. Use of strategy in obtaining adoption of the salary schedule by the board of education.

GENERAL PRINCIPLES

A superintendent in planning the development and adoption of a teachers' salary schedule should observe the following general principles in negotiating with both teachers and the board of education:

1. Request all concerned with the teachers' salary schedule to participate in its development. Included will be teachers, members of the board of education, administrators, the business manager, special consultants, and representatives of such lay groups interested in education as the PTA.
2. Form committees that will follow these general steps:
 - a. Orientation
 - b. Fact-finding
 - c. Evaluation and formulation of conclusions
3. Promote continually attitudes of friendliness, co-operation, and helpfulness on the part of those concerned.
4. Avoid bias and slant.
5. To assist in maintaining unity, insure that at all times everyone concerned is informed of progress.
6. Continuously indicate that a professional wage should be paid teachers in order to achieve the best education for the children of the community.
7. Encourage lay groups to assume leadership in promotion of a more adequate salary schedule.
8. Perhaps most important of all, maintain a continuing and sound program of public relations for the school system.
 - a. Insure that the community hears and knows about the schools at all times rather than merely when school personnel wish to improve their financial status.
 - b. Edmondson, Roemer, and Bacon in *The Administration of the Modern Secondary School* present on pp. 492-493 a checklist that may be used in evaluating the school system's program of public relations.

PRINCIPLES FOR USE WITH TEACHERS

In negotiating specifically with teachers on the subject of teachers' salaries, the superintendent may observe such principles as the following:

1. Obtain teacher committee members who are representative of the various stages of service, including probationary, early permanent, middle permanent, and maximum.
2. Make available all pertinent facts on teacher salaries, including:
 - a. Statistics on ADA, faculty composition, and turnover
 - b. School budgetary items

- c. Summary of principles in the formation of salary schedules
- d. Enumeration of most controversial points in schedules
- e. Assessed valuation of the district and its relation to true valuation; possible increases and decreases
- f. Present and maximum tax rates
- g. Indebtedness of the district
- h. State laws relating to the finance of public education
- 3. Encourage teachers' groups to undertake projects that will indicate the value of teachers to the community separate and apart from the effort to improve the salary schedule.
 - a. Recommend publication of a directory of outstanding teachers for use by the community.
 - b. Recommend talks and other methods of disseminating information regarding the critical importance of competent instructional personnel.
- 4. Emphasize the importance of teachers' groups meeting and working with other occupational and social organizations in the community.
- 5. Recommend that studies and resources on the subject of teachers' salaries be utilized to the maximum.
 - a. Research publications by such professional organizations as State Teachers' Associations and the National Education Association will be invaluable.
 - b. Consult such references as Reeder, *Public School Administration*, which lists on pp. 217-218, steps in the conduct of a campaign for the improvement of teacher salaries.

PRINCIPLES FOR USE WITH BOARD OF EDUCATION

In negotiating with a board of education regarding teachers' salaries, the superintendent must not only observe certain principles but must also select a basic approach that is to be followed in submitting recommendations. Some of the possible approaches are as follows:

Example	Evaluation
1. Cost of living: indication of amounts needed to maintain specific standards. Sources such as the Haynes Foundation studies and governmental reports would be useful.	1. May be highly practical if presented with specific examples and visual aids.
2. Reference to a specific past salary schedule that was adequate and indication of percentage increases required to re-establish it in view of the present valuation of the dollar.	2. Can be very effective in districts where schedules have been adequate in past.
3. Comparison of local salary schedule with that of other districts.	3. Generally weak; board will resent attempts to "keep up with the Joneses."
4. Comparison of present teacher salaries with those in other occupations.	4. Antagonistic to many other economic groups in community and therefore undesirable.
5. Emphasis upon outstanding teachers in district and the critical responsibilities of teaching today.	5. Most effective apart from immediate issue of increasing pay; this should be an "indirect" approach.

General principles to be used in negotiating with the board of education may include:

1. Furnish board members with all the facts; otherwise, they cannot be expected to make wise decisions.
2. Do not press for decisions or determination of policies by the board until the members have acquired seasoned insights into the issues involved.
3. Insure that all business pertaining to teachers' salaries between staff members and the board be cleared by the superintendent.
4. Educate the board to the fact that it functions most effectively as a legislative, evaluative, and policy-forming body.
5. Encourage members to attend all meetings of the board and to participate fully in committee work.
6. Provide board members with appropriate materials on education, including books, periodicals, and newspaper articles.
7. Encourage board members to visit schools.
8. Encourage members of the board to attend conferences of board personnel from other districts and meetings of school employees.
9. Prepare written statements with extreme care and only when necessary. These can be outmoded and taken out of context too easily.
10. Know the sentiment of the board (and the community) and introduce as evidence only that which it will accept as such.
11. Always provide the board with an alternative so that it will not be compelled to say only yes or no.
12. In presenting recommendations for salary increases or other major changes in policy, use charts and other illustrative material that have been carefully selected and developed.
13. Quote reliable studies.
14. Point out that both professional improvement and advancement are impaired when teachers are compelled to seek supplementary employment.
15. Emphasize that salary schedules, as well as most other major issues, must be constantly re-evaluated.

EVALUATION

Although a specialized aspect of the superintendent's duties has been isolated for the purposes of this study, it must be emphasized, even though to some it may seem obvious, that the problem of negotiation by the superintendent with teachers and with the board of education is not limited to consideration of teacher's salaries. Most of the techniques that have been recommended in this paper are sound in almost all types of relationships that the superintendent must assume with these two groups and with other groups in education and in the community.

Undoubtedly it will not be practical to attempt application of all principles in any given situation; obviously, the peculiar aspects of any given problem will govern the action of the superintendent. But, certainly, in most instances the principles will apply on a long-range basis.

One of the most critical points to be derived in conclusion is that the superintendent must continually follow the basic principles that have been recommended. He cannot expect to improve the educational product or accomplish any specific goal if he consults with those concerned only when he feels that he needs help.

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Criteria for Evaluating Free, Printed Material on Driver Education in the Secondary School

JAMES E. MULLEN

SINCE 1930, driver education has grown rapidly. From a few schools' with limited driver education courses, the program has expanded until today more than one third of all high schools offer driver education. Pennsylvania State College in the summer of 1936 offered the first course for teachers in the field of driver education. Today many institutions of higher learning are offering graduate courses in this work. In 1949 the National Education Association sponsored a National Conference on High School Driver Education at Jackson's Mill, West Virginia. This was attended by representatives from forty-three states. Such has been the growth of this practical and well-received course of study.

Insurance companies, safety councils, automobile clubs, and state and national organizations have been keeping pace with this fantastic growth. They have tried to accomplish this end by deluging teachers with free printed material. Literally thousands of pamphlets, articles, and leaflets have been published. The question which arises is what to use and what is worth while. The aim of this article is to establish some sound principles that can be used to this end. The reader must recognize that no brochure will embrace a full course of study. Rather it is to be utilized as an aid. It is with this qualifying thought in mind that the following criteria are submitted to determine the worth of a pamphlet as an implement in developing a course of study in driver education.

NORM ONE: *The material should meet the course objectives.* Basically, this means it must help to make the student a safe driver. In order to have any value in a driver education course, free printed material must stress the need for safety. This need can be shown by

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facts and figures, or it may be presented by the printed word. Other ways, such as cartoons or photos, are acceptable and desirable. This implies the necessity of telling the student something new, or explaining something already known in such a way as to create or substantiate the general theme of safe driving. It might be done by discussing attitudes, fatigue, intoxication, or any other factor that will tend to make the students safety conscious. In the matter of legal knowledge these materials should acquaint the student with basic facts about traffic laws which are common to all states.

In building up a library of free, printed materials in driver education, instructors will be guided in the selection by a number of other considerations: Will this material help to make the student conscious of his own limitations and at the same time give him a better understanding of what to expect from other drivers? Does it help students to form habits and skills that make for efficient personal performance in driving? Is the reader made aware of mistakes made by untrained drivers, and are suggestions made for counteracting these errors? Are common emergencies, such as skidding and blowouts, explained, and precautions for avoiding them emphasized? Is the prospective driver given any advice helpful in meeting unavoidable emergencies? If the answers to these questions, or others of a similar nature, are in the affirmative, selection of these materials is justified.

NORM TWO: *The material must meet the pupils' needs.* The high-school student is an adolescent and any materials he is expected to use must be geared to meet the needs of the sixteen to eighteen year age group, the group that feels it has attained maturity and yet has not. It must consider the emotional reactions of the youthful reader. The feelings and beliefs of teenagers must be considered. Hard, cold logic usually does not reach youth. Logic must be blended with appealing concepts. The aggressive as well as the timid student must be reached. All these factors must be weighed and given careful consideration by the writer of the pamphlet if it is to fulfill course requirements.

Vocabulary and style of writing should be such as appeals to pupils and maintains their interest by stimulating their thinking. This means the pamphlet must contain relatively simple words, words whose meanings are clear and concise. Chances of misunderstandings should be eliminated. Words that are common to youth of high-school age should be used. The shortest and simplest ways of lending expression to concepts should be employed. Ideas should be presented in a clear and interesting fashion. Long, drawn out phrases and paragraphs must be avoided. Only as the student is persuaded to read, do the contents

of the brochure have any chance of helping him. Once having read with interest, the embryo driver will begin to think. Concepts will develop. Ideas will take clearer form and acquire new and deeper meanings. He is well on the way to acquiring the background of thought and attitude which will make him a welcome driver on the highways.

Materials must be easily readable from a mechanical standpoint. The print must be of such size as to be inviting. Small cramped print tends to discourage not only youth, but adults as well. Spacing, too, is important. Efforts to conserve paper at the cost of poor spacing is definitely undesirable. Furthermore, the paper should be of good quality. Cheap paper gives the impression that the contents of the pamphlet are also of little value. These items of paper, space, and size of print should be measured in terms of eye ease and appeal. Poor blending of colors should be avoided. Materials that are going to require strain for reading comfort cannot be recommended. Only pamphlets that are inviting to the eye and convey the impression of real worth can meet the desired standards.

An orderly psychological development of concepts is essential. Whatever is discussed must show a consistent growth. Thus an idea must be logically developed. If a concept is being explained, there must be a starting point that is fundamental, with a gradual evolution until the goal intended is reached. There can be no beginning with dubious or ambiguous assumptions. The groundwork must be carefully laid. This groundwork must be universally accepted by authorities or else must be justified. The justification process must be orderly. If this is not true, conclusions arrived at may not be true. Also the continuity of thought will be destroyed, and confusion or bewilderment may easily result. A definite pattern must exist and be followed by the writer. Otherwise the norm has not been met.

Materials should abound in illustrative examples and pictorial illustrations that are clear and impressive. Pamphlets by their very nature lend themselves readily to this requirement. Starting with the cover, pamphlets should be attractive. Design and color scheme should be of such a nature that even reluctant students of reading will have their curiosity aroused. An attractive cover is all-important. A clever design, an intriguing cartoon, or an interesting picture may give the excellent contents the opportunity to serve the purpose for which they were intended. So many times worth-while material is untouched because of a drab, dreary cover. It has no eye appeal. It does not arouse the student to wonder what is inside.

Once past the cover, the author should try to use examples that lend themselves to artistic illustrations. A story sometimes can

better be told by a simple cartoon. Page after page of print does not have the same effect on youth as does one well-conceived and constructed illustrated idea. Here, as in other avenues of presentation, the emphasis should be on the positive approach. There is a place for negative illustrations, but precautions must be taken so that inefficiency and mistakes are not over-stressed.

Illustrations can be made amusing. However, we must be careful not to humiliate or embarrass adolescents. Students of this age group are highly sensitive and are quick to feel that they are being ridiculed. Illustrations may make material challenging and meaningful, or they may nullify its effectiveness entirely.

NORM THREE: *The material selected should help to broaden the pupil's outlook.* If the tract has any value at all, it should motivate the reader to apply the knowledge it conveys to all phases of life which have any relationship to driving an automobile. It should clarify and enlarge his perspective as to the part he will play in the power-age society in which he lives. He must be brought to see that it is his duty to contribute to the well being of society and that whatever he does or fails to do will either work toward that end or do just the opposite. The hope is that his views on many things may expand in the spirit of democratic fair play to such a degree that he understands that safe driving is not only a personal matter, but also one of interest to many others. The narrow and personal sense of well being should begin to yield to a concern for the rights of others. Values and standards will become general now, rather than solely personal. Sportsmanship on the highway should take on new meaning for him. A better understanding of the necessity of all people becoming real sports in their driving practices may develop in driver education, as in any other phase of learning. The ultimate hope is that students will outgrow the confines of their narrow, self-centered, personalized feeling and emerge as fully responsible citizens of a democratic society. The manner or approach the writer uses to achieve this end is of his choice. However, a pamphlet that helps by desirable means to develop the student's attitude on a broad foundation, rather than a narrow and isolated one, is a real educational worth.

NORM FOUR: *The material should help to develop a sense of responsibility for the property of others.* The pamphlet should show why we are obligated to respect what other people own. This is not an easy task, for most young people have not as yet had the experience of making a real sacrifice for the sake of acquiring property. Consequently, they cannot easily appreciate the desires, wants, and even needs that often were ignored in order that property might be acquired.

Here again a positive approach should be used, if possible. Pupils can be made conscious of their moral and social obligation to respect another's property. Furthermore, it might be shown that respecting another's property will in the end help to safeguard their own property. Almost any method that encourages students to be mindful of the property of others is acceptable. If a negative approach is used, the writer might admonish the reader to abide by the Fifth and Seventh Commandments. It might well be emphasized that we can become killers or thieves by the operation of an automobile.

NORM FIVE: *The material should help the student evaluate his own progress.* The pamphlet should arouse a desire on the part of the student to know just how he rates in the goals set before him. Some definite objectives should be stressed. These should be accompanied by some suggested means of self-measurement in the attainment of these goals. The tract must arouse the student to question himself critically concerning his qualifications as a good driver. For example, has he the proper attitudes? What are the proper attitudes, and how can he improve if improvement is necessary? The student should acquire some incentive to evaluate himself and then should have some worth-while criteria that he can use. If the pamphlet merely contains information and offers no challenge for evaluation, it has little or no value. If it does invite an interest and then fails to give the student some means or suggestion as to how to evaluate, it still falls far short of a complete presentation.

Self-evaluation or teacher evaluation may be suggested. The individual may be encouraged to examine himself to determine what driver faults he may have, or, on the other hand, what skills, attitudes, or desirable habits he may be acquiring. Desired goals and a suggested means of self-evaluation—this is the pattern to expect of the material if it is to realize this criteria.

NORM SIX: *The material should appeal to teachers by supplying maximum aid.* The instructor must feel that the pamphlet will meet with the particular teaching requirements. These requirements of necessity will be determined by the particular purposes or needs of the current educational problem as it develops. In the selective process, the instructor will be guided by a number of considerations: Does the material supplement, develop, clarify, or expand the current phase of the course of study? Does it meet an existing need? Does it lend itself to the satisfaction of a particular student's desire for specific or general information? Will this satisfaction be as complete as can be expected? Will the tract, or tracts, improve the existing driver education course of study? These are some of the tests that

might be used in determining whether the material appeals to teachers. Be sure it will appeal to the teachers if it provides maximum aid to students. For appeal will follow if all the teacher's standards and requirements are met. There is no substitute for a careful selective process. To make a collection of all available materials is to invite confusion and lack of interest; to select at random without thought or purpose is to invite frustration. Both approaches lead to failure and wasted effort. To achieve success in the use of free material, the instructor cannot avoid the task of judicious selection based on the foregoing and similar considerations.

NORM SEVEN: *The material should be technically sound and accurate.* The content of the pamphlet must be free from error. There is no room for unwarranted suggestions or the shadowing of facts. The information must have some proven basis or else be of such a nature that it is generally accepted as true. Reliable authority lends credence to material that might otherwise be challenged. Accurate statistics, interestingly presented, are an invaluable aid. Experience of others that is well founded will add interest and depth of meaning.

Generally speaking, if content is technically sound, it is also accurate. However, exceptions to this conclusion are possible. For example, the writer may take a concept in road training, develop it logically, and reach a conclusion that is technically sound. In this process he may have justified his content by the use of noted authorities or any other generally acceptable means. Nevertheless, the content may still be wanting in accuracy because of the fact that the concept might easily be one that has become outmoded. Evaluations are constantly being made. These evaluations are reflected in changing concepts concerning driver education. We must be sure that the content is free from defect, properly substantiated, and generally accepted as the best practice at a given time.

NORM EIGHT: *The material should be current.* The term current does not necessarily refer to the copyright date, for it is quite possible to have pamphlets that are ten or twelve years old which are still current in the sense that they are applicable to the present situation. For example, a pamphlet containing various illustrations of road markers and warnings with an explanation as to what they mean, would fall within the meaning of current, as used here. Copyright dates often do give some indication of the present value of the dated publication. However, the copyright date should not be the only basis for determining whether the pamphlet is timely. Current as used here means that the pamphlet meets existing needs; that it is of value in helping students solve problems engendered by to-

day's crowded highways; that it contains the latest trends and ideas that have been developed by the best thinking of today's authorities; that it has kept pace with changes in law, automotive construction, etc. Material is, therefore, current as long as it is not outmoded, and it cannot be said to be outmoded unless it no longer gives accurate information and real help in meeting highway conditions as they exist today.

NORM NINE: *The material should conform to the best standards for school materials.* Certain considerations suggested by the nature of the above statement are listed below. They are not intended to be all inclusive, nor are they arranged in order of importance.

The first consideration may well be that the material should be free from commercialism. If the material reveals an attempt to sell a service or product, it does not conform to the best standards for school use. Its primary intent should be educational. It should be an aid to the student in his job of becoming a safe driver.

Second, the material should contribute positively, by clean cut, decisive presentation that leaves no room for doubt or frustration; effectively, by helping directly to mould student ideas or convictions in a definite and deliberate pattern. This implies a direct and forceful manner of presentation that arrests attention and invites consideration.

In the third place it must be fair. It must present facts free from prejudices. Exaggerations or partisan feelings do not belong.

This brings us directly to a fourth item, truthfulness. Only facts that can be verified or vouched for should be stated. Half truths may lead to erroneous conclusions and are, therefore, taboo.

Fifth, balance must be reckoned with. Is the material right for the student in a physical, social, moral, and psychological way?

Sixth, objectivity is important. Does the writer keep his personal feelings from interfering with what he is presenting? Is he successful in reaching certain definite ends in an impersonal fashion?

Seventh, the material must meet the approval of those charged with the responsibility of maintaining a good school program. Are the publisher and author of such repute that they will not embarrass local school authorities? Are they reliable sources of educational information?

A SELECTED, ANNOTATED BIBLIOGRAPHY

Using the criteria suggested in the above norms, the author evaluated numerous free materials with the resulting comments as indicated by the following annotated bibliography.

Ethyl Corporation. *Professional Driving*. New York: The Corporation, 1946. Excellent; covers a wide range of material suitable for driver education; an ideal aid in the above course of study; weak in discussion of attitudes; strong in nearly all other phases.

General Motors Company, Inc. *We Drivers*. Detroit: The Company, 1945. Excellent; discusses the effects brakes have on safe driving. Also considers good habits in driving. Contains other information that may help mould sound judgment in the young driver.

Governor's Highway Safety Committee. *Directions for Living*. Harrisburg: The Committee, no date. Good; pamphlet is limited to a discussion of traffic signs and signals in relation to their meaning to the driver; can be used effectively in teaching traffic law enforcement.

Hardware Mutuals Company. *Motorist's Handbook*. Philadelphia: The Company, 1950. Excellent in developing sportsmanlike attitudes. Considers certain desirable driving practices. Contains basic traffic laws for all forty-eight states and the District of Columbia. Weak as an aid in the teaching of skills.

Kramer, Milton D. *Behind the Wheel*. New York: New York University, 1950. Excellent in providing method and technique of teaching students how to perform a particular driving operation, or refreshing knowledge concerning various gauges, safety aids, and control devices on the automobile.

Kramer, Milton D. *Deft Driving*. New York: New York University, 1950. Well-rounded booklet. Contains checklist that tests the knowledge, judgment, attitudes, and habits of the driver. Through the medium of questions, it considers the physical fitness necessary for safe driving. In a similar way, it presents desirable habits essential to skillful driving. Does not give the method or technique for the actual teaching of students how to drive.

The Atlantic Refining Company. *Common Sense Driving*. Philadelphia: The Company, no date. Good; stresses the need for good judgment in driving; very short.

The Pure Oil Company. *So You're Going to Drive*. New York: The Company, 1946. Excellent; stresses good-driving practices; supplements the students knowledge of the mechanism of the car by discussing the various checks to be made of the automobile to insure smooth and safe mechanical operation.

The Traveler's Insurance Company. *Rest in Pieces*. Hartford: The Company, 1950. Good; cites the major causes of accidents in the United States for the years 1949-1950. Statistics are used extensively.

The Building Co-ordinator's Role

In the Fourth R

ROBERT B. LEITCH

READING, writing, and arithmetic, the three R's, have long been associated with the fundamentals of academic learning. The fourth R, audio-visual communications, does not have the time-honored position of the first three, but in a relatively short time, it has come to be considered quite as fundamental as the others by advanced educators. Indeed, it implements its predecessors, converting their abstract principles into concrete realities, thus making learning as possible to the nonacademic students as it does to the academic ones. Considerable progress had been made in audio-visual materials prior to their wide adoption by the armed forces of our nation. However, the increased efficiency in learning and the great saving in time achieved by the army and navy through the use of them was an eye opener to everyone.

As a result of this awakening to their possibilities, several agencies have stepped up the production of these communications. Publishers are producing audio-visual materials to correlate with their texts. Film producers and transcription makers are employing specialists in education to make sure that their rapidly growing production ties in with the school curriculum. Many business concerns are producing excellent films and other materials which are circulated to the schools free of charge. Radio and television networks also are becoming more conscious of their responsibilities to the educational field.

Most of these goods and services eventually are destined for use at the school building level. The problem has changed from a dearth of materials to the proper utilization of the abundance of them. While there was a scarcity of supply, some practices, more or less unavoidably, grew up which now should be corrected. The lack of light control led to full-period showings in the school auditorium or some other such room. In many instances, motion pictures, often unrelated ones,

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constituted the full audio-visual program. One or more classes were marched from the classroom to the place of projection, arriving there in a holiday mood, to be entertained rather than educated. There was little opportunity for the instructor to preview the film, present it properly before its projection, or to discuss it afterward while it was fresh in the memory of the students.

A WIDE ASSORTMENT IS AVAILABLE

Happily, the situation has changed for the better in a great many schools. It is no longer necessary to depend on a hodge-podge showing of motion pictures. A glance at the audio-visual catalogue reveals that besides motion film there is a wide variety of stripfilms, slides, stereographs, opaque materials, study prints, mounted pictures, posters, specialized maps and charts, wall pictures, exhibits, recordings, and transcriptions. Radio programs, sometimes tape recorded, and television offerings also are becoming more readily available. All of these communications have a place in the curriculum at one time or another, but this does not mean that some one of them should be in use at all times. The important thing to remember is that each should be used when it can contribute some concept of real value to the course of study which can not be gained as well by any other means. They can never replace the good instructor. Rather they enable him to enlarge his teaching to the fullest capacity. They are his tools of learning and compare to the mechanized tools of the master craftsman in industry.

The question may arise as to how a teacher can find the time to locate and order this imposing array of materials for the psychological moment. The answer to this query is that he can not be expected to do this by himself, but he has at his command trained audio-visual specialists who have organized the materials so that they are available when he needs them. The nearest of these specialists to the teacher is the building audio-visual co-ordinator. The next question that may arise is how the building co-ordinator can be cognizant of the needs of teachers in so many fields. This is the \$64 question. It is one which the school administrators must answer, and involves the elements of the educational qualifications of the co-ordinator and the time which must be allowed him if he is to do his job properly.

QUALIFICATIONS AND DUTIES

According to James W. Brown, President of the Department of Audio-Visual Instruction of the National Education Association, the building co-ordinator should have the following qualifications.

1. He should be a master teacher, preferably one who has taught in more than one field.
2. He should be able to gain the co-operation of the teachers by good service to them rather than by trying to sell them through high-pressure tactics.
3. He should have a thorough knowledge of the audio-visual communications and be able to correlate them with library materials.
4. He should be well acquainted with the curriculum in all fields.
5. He should be an enthusiastic worker in his field and be able to master a multitude of details without letting them master him. (He should carry aspirin.)

Assuming that a well-qualified building co-ordinator is in charge, and that an efficient audio-visual program has been instituted, let us list the most important duties of his office.

1. Order audio-visual materials for the long-range and short-range programs.
2. Dispatch materials and equipment for the regular program and make special arrangements for dramatic and musical events.
3. Make minor repairs to materials and equipment.
4. Train teachers and students to operate equipment.
5. Consult with teachers on audio-visual needs.
6. Prepare annotated audio-visual bibliographies for each department.
7. Co-ordinate the audio-visual program with the library program.
8. Preview or preaudit new materials and arrange previews for teachers.
9. Give in-service education to teachers through workshops or by individual appointment.
10. Organize and supervise an audio-visual club.
11. Supervise school-made materials and orientation films or tapes.
12. Tape radio programs for future use in the classroom.
13. Experiment with the utilization of audio-visual materials in classroom situations.
14. Contact resource persons in the community and arrange field trips.
15. Provide guidance for out of school programs in motion pictures, television, and radio.
16. Keep records in connection with his program.

Obviously, such a list of duties calls for a great deal of activity on the part of the building co-ordinator. What may not be so apparent at first glance is the time that is necessary to perform them in an efficient manner. The administrator who has not worked directly in the audio-visual field may not realize that each of the sixteen activities listed above must be in operation almost every week of the school year, because they are interdependent and are woven into a unified pattern. In order that this pattern may be better understood, a brief exposition of each strand will be given.

SYNCHRONIZING THE PROGRAM

The ordering of materials is done in a variety of ways by different schools. Perhaps the most prevalent procedure is to hand the teacher an audio-visual catalogue and invite him to list the materials which he wishes to use. There are some instructors who can do this quite well, but assuming that this is the case, the situation is far from being in hand. There will be several instructors teaching the same course in the average school. Teachers primarily are individualists. When each teacher has handed in his list, there are bound to be conflicts. This is especially so where more than one school has the same grades. If the ordering of films is delayed to the last month in the current semester, as is so commonly done, the problem is further aggravated. Such a situation need not arise. The schedule for the following quarter, semester, or year, as the case may be, should be built progressively by the week or month. Evaluation sheets for every material employed should be circulated by the co-ordinator to the teacher as soon as possible after the material has been used, while it is still fresh in his mind. These sheets should be analyzed with the heads of departments, and where conflicts appear, they should be resolved in department meetings. Some materials may be replaced by others more satisfactory to the group. The next step is to take up the proposed new unit with other building co-ordinators involved, under the supervision of the city co-ordinator. These procedures encourage the whole-hearted support of the teachers and give them a more complete understanding of the limitations which unavoidably exist in most schedules.

There is rarely enough equipment and communications to meet the complete needs of the teachers exactly when they are wanted, but the careful scheduling of each will go far toward satisfying the demand for them. Of course, the situation varies with the supply and the number of teachers involved. Let us suppose that six teachers are ready to introduce the American history unit on "Exploration of the New World." Columbus does not necessarily have to set sail in each classroom on the same day. Motion pictures may be dispatched to rooms, stripfilms to others, and study prints, slides, or other such materials to the rest. The teacher may have the students take notes on these communications as they are available, and later on they can organize them in the proper sequence.

The important thing is the complete picture, and the co-ordinator has to fit each item into the "jigsaw puzzle" by seeing that each item arrives in the designated classroom at the beginning of the period in which it is to be used. He will need a well-organized audio-visual

club to help him with the details. Really, it is not as easy as it looks. The co-ordinator probably will have to keep in mind three or four other such "jigsaw puzzles" which are going on in different departments at about the same time. Then, there are generally some teachers who decide on the spur of the moment to use a tape recorder or a transcription player, and at about this time a lamp burns out somewhere, or some films get misplaced or broken.

SOURCES OF HELP

Training teachers and students to operate equipment is almost a daily and continuous job in a fairly large school. This is particularly true when there are no study halls, and it should be true in all cases. It is an imposition on the time of students to ask them to operate equipment in a room where they are not regularly enrolled. The size of this task may be better realized when one considers that the variety of equipment consists of motion picture projectors, stripfilm and slide projectors, opaque material projectors, overhead projectors, tape recorders, transcription players, public address systems, and radios. Some of these are fairly simple to operate, but light problems, and acoustics call for special consideration. Most of this training must be done before or after school. This is another place where the members of the audio-visual club can be of great assistance by helping in the training of new recruits.

Consulting teachers on their audio-visual needs is another continuous job. Some of it can be done in department meetings, as before stated, but once the co-ordinator gains the confidence of the teachers, he will find himself being called on for advice in a multitude of small but important, extemporaneous developments. For instance, a history class decides to make a tape as a project and wants to know if there are other films or recordings which will help them. Generally, there are some. There is also a new problem on how to work them into a tight schedule.

There are always some teachers who are trying to vary and improve their lesson plans. This calls for research in the audio-visual catalogue. Much time can be saved if the co-ordinator has an annotated bibliography on each unit. However, these bibliographies are not quickly made. They call for combing and recombining the catalogue. They also have to be revised often to keep them up to date.

Once a good audio-visual program is in progress, the task of the librarian is going to increase with it. She should be kept in touch with the development in advance, so she can plan to meet the call for books and reference materials. There are some educators who think

that the librarian should direct the audio-visual program in conjunction with her regular work. This may be possible in small schools or even in large ones, if she has assistants. However, if she requires these assistants, one of them might as well be a trained audio-visual co-ordinator. Each job calls for a specialization, and the two combined would call for almost more time than one person could find in a twenty-four hour day. The co-ordinator and the librarian should be trained to a considerable extent in both fields. Then, they could really integrate their programs well, and education in depth would receive the maximum emphasis which it so much needs.

In-service audio-visual education is another difficult problem to solve. Occasional workshops can be arranged at the beginning of the semester and at teachers' meetings. A minimum school day now and then would provide a period in which the co-ordinator or some teacher who has worked out an especially good procedure could demonstrate it. The lost period would be more than made up through the increased efficiency gained as a result of this new knowledge. A few teachers will come in during their free period for individual consultation if the co-ordinator happens to have one at the same time. More teachers are taking audio-visual courses in colleges than formerly, but they still need training in new techniques.

Previewing or prehearing have been two of the most important phases and, at the same time, the most neglected ones in the audio-visual program. This is a knotty problem for the co-ordinator to work out. In most instances, the materials are not in the school long enough to permit much time for this. Guides for the materials, where available, should be sent to the teachers several days in advance of their use. Some previews can be arranged for the teachers in their free period or after school. The best answer to this problem is more equipment, more time for materials, and inspired teachers.

School-made materials can be quite as valuable as those made by professionals when they are well planned. The co-ordinator can contribute much toward these by providing materials and a little encouragement. Most of this work is being done in special development classes, but there is a place for them in most classes. Orientation films and tapes are among the most valuable of these projects. The new development of an erasable sound track on motion picture film may enhance these orientation projects a great deal.

In order that the co-ordinator may be as helpful as possible in his advice to teachers about new materials and methods, he should be experimenting continually with the classes which he teaches. He is the one who is supposed to keep up with the current literature in his field,

so he can be in a position to note new trends and translate them to teachers.

Some radio programs come at the time the class can use them, but most of them have to be taped for future use. There are many programs on the radio, television, or in the motion picture shows which tie in well with the school curriculum. Guidance on these should be furnished to the students in classes and to parents through their Parent-Teacher Association. Anyone who conducts a survey on what students see or hear will be astonished to learn the results of these activities without guidance. This service will not be used by all, but there will be a large enough number who do, to make it worth while.

In every community there are resource persons who can contribute up-to-date information in educational fields. All that is needed is a well thought out schedule and its proper application. Such a schedule would not only add interest to the course of study, but also would provide the school with excellent public relations. The same line of thought applies to field trips. The co-ordinator is probably in the best position to carry out this activity.

The audio-visual club activities have been mentioned several times before. Actually, they enter into the program so many places that it is hard to give them full credit without rewriting the whole story. Wherever there is a detail, there is usually an errand to be done in connection with it. One of the special services which they render is to give benefit shows to raise money for orientation films and free entertainment. Another is to help with the dissemination of information and the filing of the records which are necessary to the smooth operation of a full audio-visual program. Few people realize how much they contribute to the benefit of the school. Their devotion to the cause cannot be too highly praised.

Are all of these activities absolutely essential to a well planned audio-visual program? The answer to this question is dependent on how well an administrator wishes to realize education in depth through the fourth R. The more he studies them the more he will realize how interdependent and interwoven they are. If he tries to pick out the most essential, he will probably find himself adding to the list rather than subtracting from it. They are all designed to add efficiency to education's mechanized tools of learning. If these audio-visual communications are inadequately serviced, they may revert to gadgets to entertain rather than to instruct.

Perhaps the best way for an administrator to determine the time which he should allow to his building co-ordinator to do this work is to consider how much time he would need to do the job himself. Also,

he might compare the job with that of his librarians. Not so very long ago, the librarian was expected to teach part-time or keep study halls in connection with her work. Few will question today that the librarian needs less than full time to do her work well in the fairly large school. At first glance, the librarian, with her long stacks of books, may seem to have more materials than the co-ordinator. A closer study of the audio-visual catalogue and the number of teachers with their classes who are served during the school year will make this seeming disparity much less apparent.

EXPECTATIONS

Can the cost of providing additional time for the building co-ordinator be fitted into a crowded budget? Yes, because the proper utilization of audio-visual materials will reduce the cost of trying to re-educate failures. Many of these come from the lower quartile in reading. Standardized tests in reading have shown repeatedly about one fourth of the students in the average school of any size is below grade level. A considerable number of these students are unable to learn from the printed page. However, other tests, of a reliable nature, show that they can learn through audio-visual communications.

There is another fourth of the students in the upper quartile that is prone to acquire bad study habits as they are held back by the progress of the slower ones. Some of these also fail, but are much less likely to do so if they have the benefit of an integrated audio-visual and library program. There is another factor which is becoming increasingly more important. That is the ever-growing list of new subjects or units which must be incorporated into an already crowded course of study. Several one-year courses in subjects have been telescoped into one-semester courses and the end of such cramming is not in sight. If the schools will take a leaf from the book of our armed forces, they will find audio-visual materials with their time-saving feature can be a real help. However, these communications are not automatic. They require the service of a well-trained co-ordinator and sufficient time to do his job well.

Secret Societies:

An Administrative Problem

ROBERT D. FLEISCHER

PUBLIC education is peculiarly democratic in nature. Democracy and public education are coexistent; one cannot long live without the other. Undemocratic practices in the public school undermine the very purpose and nature of the school, and secret societies pose a problem to administrators because of their undemocratic character. Educators have long been opposed to high-school fraternities and sororities because of their undemocratic base. (9) This is an attempt to bring together some of the literature that has touched upon this administrative problem. An annotated bibliography appears for those who wish to pursue the literature in their efforts to combat this acute problem.

There is ample evidence that the problem of secret societies is national in scope. The amount of litigation bearing upon the legality of the laws banning or abolishing high-school fraternities and sororities in the various states is testament to that fact. (3,4,10,17) Studies, such as the one done by Milligan and Snover, further show that secret societies are a problem to administrators throughout the United States. (14) The courts, in general, have sustained the legislation pertaining to the elimination of secret societies, basing their opinions on the premise that undemocratic organizations have no place in an institution designed to promote and inculcate the democratic way. (4,17)

Many reasons are given for the existence of these organizations. However, the basic reason seems to be that they offer some fulfillment of certain adolescent needs. (1,12) Failure of a school to serve adolescent needs opens the door to the establishment or to the sustenance of high-school fraternities and sororities. School clubs and activities can and should offer anything that a secret society pretends to offer. (2,13) The real difference between secret societies and school clubs is the principle of selection and the principle of exclusiveness. (8,21) This exclusiveness gives rise to the social ill-effects that such organizations have upon youth. (7,19) Proponents of secret societies,

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and there are a few, cannot make defensible the undemocratic basis of selection and the ensuing social maladjustment. (11)

Prevention is better than any cure and a good extracurricular offering is the best preventative. (15) However, when secret societies do exist, the best means of combating them is in securing student co-operation for elimination. (18) The process of gradual elimination, coupled with an introduction of need-filling activities, is the best way to gain student co-operation in combating secret societies. Student co-operation is but one facet of the need for total community support. Educational leadership must gain and utilize the support of school boards, teachers, and parents as well as student support. (6,16,20)

The prevention or the elimination of high-school fraternities and sororities is an administrative task of great importance. (5) Undemocratic practices are best combated by democratic means and procedures; any effective abolition has to be done democratically. Democratic processes may take longer, but the results will be surer and students will learn of the workability of democracy. Educational leadership is called upon for many varied and difficult tasks, but none is more challenging or more important than the rooting out of undemocratic tendencies in the school.

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Worried about the Young People?

WILL DURANT

PESSIMISM and cynicism are the style in America right now. We've had Professor Kinsey's statistics on private morals. The bad odor of the gangster-politics combination revealed by the Kefauver Committee still hovers over us. And I hardly need remind anyone that war is a little more brutal than ever before.

Yet if we study history, we shall find that we are not so morally bad as we may have thought and that lax morals of our age do not make it unique. Other periods of enormous vibrance and resilience and high-strung nervous development—such as those of Pericles, of Augustus, or Lorenzo de Medici, even of the 13th Century—were also ages of loosened morality. The basic reason is that as families move from the fields to the cities, the moral code designed for agricultural life is put to new strains.

On the farm, a man matured early in an economic sense. He learned to support himself just as well at sixteen as you can at sixty, so there was no economic reason for delaying marriage. Premarital continence and chastity were reasonable requirements in an agricultural civilization and could be enforced with fair success. Infanticide, such as characterized the age of Augustus, and abortion, so common in Pericles' time, were uncommon because large families were assets on the farm where children aged five started to earn their keep. Divorce was frowned upon, of course, because a permanent form of marriage was needed to secure and maintain large families.

But all these things changed when the Industrial Revolution came. As people flocked to cities, these economic supports for their agricultural code of morals were weakened. The old stabilization gave to an unsettling condition caused by a multiplicity of stimuli and contacts of urban life.

On the farm, if you walked a mile to see Lizzie, you would be seen by all your friends—but not so in the city. In the city you lived on money, not the food and goods you raised. Money and wealth brought leisure and opportunity to break down the old code. It is always easier to resist temptation when your pockets are empty!

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Parental authority had been indispensable on the farm to bring some sort of order into the savagery of ten children. But in the city the children pass from out of the home onto the street corner or into the theater, and there meet all kinds of forces that almost cancel out parental authority. The old brotherly discipline—where every brother knocked down every other brother enough to give him a good moral education—disappears in the city. Or likely as not, you don't have a brother—or a sister.

In the city, marriage is delayed—but not the old instincts in the human organism. They appear just as soon as they did on the farm, and, worse yet, the city is organized to stimulate the development of the sexual sense. With every handicap to marriage and to parenthood, but also every stimulus to sex, the old moral code is faced with forces almost impossible to deal with. Families are reduced and divorces increase as the old reasons for monogamy *seem* to diminish.

Religion flourished on the farm. Why? First of all, because it's rough to make things grow out of the earth and you need courage and hope and faith in some sort of divine management of this universe. Subject to the whims of the sky, the wind, and the droughts, men prayed every day that Nature and God would help them. When you move to the city, you are surrounded by flagstones. You deal with machinery and with mathematics so often that at last you come to think of all things in terms of mechanisms and mathematics. So in the city, religion does not fare very well. And with wealth opening new temptations you resent the religion that condemns you for yielding to them.

Thus within the past century we have seen the economic forces that supported the old Puritan code largely taken from us. Even the belief that the moral code is not the word of man but of God—the strongest support morality ever had—has been assailed by materialism, agnosticism, and atheism. So the problem of morality today is to maintain the moral life despite the loss of old economic and religious support.

The history of the Middle Ages offers an interesting parallel. Old Rome had been overrun in A.D. 476 by Germanic peoples, you will recall, and men went back to the farms because they were starving in the cities. With this re-ruralization, infanticide and abortion almost disappeared as morality improved. Constantine had accepted Christianity in part because he felt the only way he could save civilization—which had lost the religious basis of its morality in the death of old pagan deities—was through the new religious belief.

But about 1250, cities began to grow again. There were saints in those days, but sinners too. Roger Bacon writing in 1280 lamented that "Far more sins reign in these days than in any past age; there is

corruption, lechery, gluttony." In the 13th and 14th Centuries Europe had more bastards per thousand population, I am sure, than any country in Western civilization today. Pirenne, the greatest European historian of our times, in writing of the innumerable illegitimate children of Philip the Good, Duke of Burgundy, adds that they "only moderately scandalized an age accustomed to extreme license of morals."

Crime flourished beyond control in those days, with brigands on the roads and pickpockets in the cities. In London, people hardly dared go out after dark. "Merrie England in the 13th Century," said Coulton, had "a proportion of manslaughters which would be considered scandalous in our times."

Bribery too was general. Schoolboys cheated by sending pies to their examiners, we read, which is a trick overlooked by gridiron heroes of our times. Witnesses could be bought to swear to anything. Edward

TEN MORE COMMANDMENTS

I DON'T exaggerate the value of education, especially in morals, for I know there can be intelligent crooks as well as stupid crooks and that all knowledge and science are neutral. But schools wouldn't go wrong if they were to teach children about great characters of history. One way to burn ideas into minds is through ceremonies. Why not a Code of Honor recited each day, then engraved on diplomas? This daily pledge to nobility would help apply the Ten Commandments to contemporary life.

Here's my attempt to draft such a statement. You'll find nothing really new in it. But remember that all truth is old. Only fools can be original!

1. I will never do to others what I would not have them do to me.
2. I will keep my body healthy and my mind clear by temperance in everything.
3. I will prepare myself in youth to be a good mate and a provident parent.
4. I will choose a mate not for beauty or wealth, but for character, health, and intelligence.
5. I will enter marriage with a mind to make it a sacred union lasting through all difficulties until death.
6. I will seek to have children and will rear them in loving discipline.
7. I will never cheat or bribe or accept a bribe in any form.
8. I will never exploit my fellowman by giving him less than the full value of what he does for me.
9. I will repay my community and my country for the protection and opportunities it offers me, by sharing cheerfully in its costs, its work, and its improvement.
10. I will continue my education in health, character, and intelligence until my death.

—Will Durant

the First of England had to dismiss most of his judges and ministers for political corruption. Perjury was so frequent in English courts that trial by combat was sometimes resorted to in hopes that God would identify the liar.

Reaction to all this came, of course. The Puritans under Cromwell seized power in England, and their influence lasted for almost 100 years. It left a mark upon British character so that today the British are, I think, the most moral, the least corrupt, the best behaved people on earth. But in England as in my own country we have the same shame over the morals of our age, the same pessimism that you find in ages of moral laxity in the past. The movement to the cities, abetted by industrialism, has brought the old problem home in accentuated form.

Yet looking back over history, I think saints are still born amongst us. I have met some. I find an incredible number of happy families—though when I read the newspapers I am prepared to learn that all my friends are divorcing their wives or at least killing them. Indeed, I know so many fine people, I have almost lost faith in man's wickedness.

Marriage is coming back into fashion and parentage is coming back into marriage. When I was 20, girls often said, "I'm not going to have babies. That is just a gyp." And young men would go around looking for free-love bargains—free love meaning "free for the male." I don't find so much of that nowadays. Modest girls can be found if ever we like to find them. Patient mothers hide in a thousand homes and bring up children capable of acts of heroism that almost rival the drama of crime in our daily press. A flood comes and a thousand people rush in to help, a million send financial aid. A nation starves and even her enemies succor her, as we did with Russia in 1921. Explorers are lost and others give their lives to rescue them. I have seen wounded soldiers returning from Korea donating blood to the Red Cross.

Such things as these are in the moral picture of our time. Yet the problem of morals is with us. It is with us because Nature will out. Man is by nature greedy, pugnacious, and sexually omnivorous. We have no instincts toward monogamy. It is uphill work. It is something that has to be learned and doesn't come naturally. Man is what he is because for centuries what are our vices today were in some degree his virtues in the struggle for existence. Only as social order and security have increased have those old instincts turned out to be problems as well as creative forces.

If it weren't for acquisitiveness, no economic order would prosper. If it weren't for pugnacity, no society could defend itself against attack. If it weren't for sexual sensitivity, the race would die out. So the great problem of morals is not to eliminate these instincts but

to direct them, not to stifle them but to have just enough control to leave these creative forces free.

When we think of controls, we immediately think of laws. Laws can help. I would like to see more tax exemptions to encourage parentage. They would help medical, law, and clerical students get married at a normal age, instead of 30 or after. But even without a law we could restore the old custom of dowries to enable our children to be married at an earlier age. I believe in marriage as half of the cure for the immorality of our kind. A married man is already pledged to decency; a father is mortgaged to it.

A national divorce law in the United States would help do away with the obscene competition that exists between some of the States. The rivalry as to which will offer a divorce for the shortest period of residence is one of the dirtiest aspects of our civilization. It would help morality, too, if we required six months at least between marriage and divorce, letting people cool off instead of passing quickly from the furnace to the Frigidaire.

Laws can help solve the problem, but a change in our way of looking at things would be far more fruitful. Consider the easy-going magazine wit which makes virginity a joke and continence a misfortune. Count the number of magazines that live by laughing at a morality in some way or another. If we would stop enjoying such magazines and stop subscribing to them, if we would begin again to take some pleasure in the more wholesome phases of marriage, our public opinion would be a more effective force than any law.

In the home, I would suggest a wiser mingling of discipline with love in the rearing of children. We in America during the first 30 years of this century overdid the idea of liberty in conduct and in education. Perhaps it is because my hair is white and my sins have been mostly committed, but I am heartily in favor of a return of parental authority.

Schools could help by some form of moral education. I would like to see a man like the late John Dewey organize a textbook on character, then have it written by a man with the literary brilliance of H. L. Mencken or Hendrik Willem van Loon. Maybe the young would read it. And maybe a daily ceremonial—reciting a Code of Honor, such as I have had the temerity to propose would help. Actually, I believe it would. All such efforts are worth the effort. We should not despair, nor should we assume that all is right since history offers parallels to what is happening in our day. We should work hard to make life better—but even as it is we love it and relish it to the last drop. Life has always had problems and difficulties, but these are the nourishment by which we grow in stature and competence. Life is good, bad as it is, and so is man.

Hidden Student Costs

FRANCIS HENRY DOLAN

PURPOSE OF THE STUDY

THE purpose of this study was to determine, by a carefully conducted factual study of the La Salle-Peru Township High School, the magnitude of each and every cost to the student in connection with attending the local school and participating in its life and program. These cost-to-student practices are designated as "hidden student costs." Costs connected with food, ordinary clothing, shelter, and transportation are excluded in the main portion of the study. A secondary purpose of the study was to determine what additional money students attending the local high school spend in and out of school, for all purposes; and to assemble information relating to out-of-school work, earnings, and spending money. The study resulted from a determination on the part of the local faculty group to identify its specific cost-to-student practices, and, when identified, to take steps to eliminate these costs in so far as is possible.

PROCEDURES

The first portion of this study develops the theme of equality of educational opportunity as the ideal of democracy. The research in this section involves all known studies and recorded opinions relative to the needs of democracy and the selective character of the American public secondary school.

The data relative to hidden student costs in the La Salle-Peru Township High School were gathered through four questionnaires, or schedules. These schedules were designated A, B, C, and D. The information in schedules A and B was furnished by the faculty involved; schedule C primarily by the principal; and schedule D by the students in selected home rooms, representing approximately twenty-five per cent of the student body. Schedule A dealt with costs to students connected with each subject taught by the school; schedule B,

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costs to students connected with belonging to extraclass activities; schedule C, costs to students to attend school-sponsored functions and other miscellaneous costs; and schedule D, other costs to students in connection with attending the local school (in addition to A, B, and C), together with information relating to out-of-school work, earnings, and spending money.

CONCLUSIONS AND RECOMMENDATIONS

a. The conclusions reached in the research quoted in this study indicate that our so-called free schools are far from free. The findings indicate that in a very large measure participation in the privileges of a secondary education is contingent on social and economic status.

b. The research contains the warning that there is great danger that the public school system, if present tendencies persist, may become a positive force in creating those very inequalities in the condition of men that it was designed to reduce.

c. Costs to the student connected with taking subjects in the La Salle-Peru Township High School are many and varied.

d. The local school is not a free public secondary school. Every student attending this school is required to assume some cost for each and every subject he or she may choose to take. There is no defense for this practice, and it should be remedied as soon as possible.

e. A study of the programs of typical students showed that total average subject costs for boys increased from \$7.85 on the freshman level to \$40.80 on the senior level. Similar costs for girls rose from \$6.60 to \$23.15. Total average subject costs for the four years of high school were \$107.85 for boys and \$72.45 for girls. These are costs reported by the teachers of the subjects these students are taking. All of these costs should be eliminated, either by discontinuing student purchases of unnecessary materials and equipment, or by immediate assumption of all necessary costs by the board of education.

f. Costs to the student to belong to and to be a regularly participating member of extracurricular activities sponsored by the local school are relatively uncommon, and when costs are levied they are in general relatively light.

g. All the extracurricular activities should be absolutely free to their members, and whatever money is necessary to run these organizations, it should come from a source other than the members.

h. The cost to the student of attending school-sponsored functions and other miscellaneous costs in the local high school is considerable.

i. Most of the students purchase the school newspaper and the yearbook, at an annual cost of \$4.40. School publications have a pub-

lic relations value and an historical value, and should be furnished free of charge to all students, with the board of education furnishing what subsidy is necessary.

j. The average estimated costs of graduation are \$31.75. All students are required to pay a cap and gown fee of \$2.25. They could graduate with this minimum expenditure. Since all students are required to appear for graduation in a cap and gown, the board of education should bear the cost of this apparel.

k. It is estimated that students spend an average of \$3.00 a year for gifts for teachers. This is a vicious practice that should be stopped. It is recommended that the board of education adopt a policy forbidding employees to accept gifts from pupils or patrons for services rendered that are a part of their contractual employment.

l. Students attending the local school spend a good deal of money each week, in and out of school, in addition to the items mentioned above. The total additional weekly per-student expenditures for all the students involved in the study ranged from a low of 65 cents to a high of \$117.75. The median additional expenditure for the week was \$5.30.

m. The median additional weekly expenditure for freshman boys was \$3.35, and for senior boys, \$6.40.

n. Freshman girls in the study spent a median of \$3.75 additional weekly, and senior girls, \$9.65.

o. Weekly additional expenditures increased as the students advanced through school.

p. Over half of the students included in the study, 55.5 per cent, worked for pay outside school. The percentage for boys was 67.6, and for girls, 43.4 per cent.

q. The percentage of boys who worked increased from 33.3 per cent on the freshman level to 87.0 per cent on the senior level. Similar percentages for girls were 34.3 per cent and 64.0 per cent.

r. The students who worked outside of school for pay worked an average of 12.3 hours per week, and earned an average of \$8.60 for this work.

s. Seniors worked about twice as many hours as the freshmen, and earned about twice as much for their work.

t. There is not much variation between the amount of money available for spending during the school year and during vacation periods. The median amount of spending money available weekly during the school year increases from the freshman year through the senior year, from \$2.00 to \$5.00, and is practically identical for boys and girls on the same class level.

u. There is a striking similarity between the amount of money a student in the local high school needs each year, the amount of money earned outside school, and the amount of money spent each week. This sum increases from the freshman year through the senior year. It is apparent that as a student progresses through this school the need for money increases.

v. On the basis of the average expenditures in the local school under paragraphs (c), (f), and (h), it would cost a freshman \$72.75, a sophomore \$90.75, a junior \$164.45, and a senior \$189.50.

w. If the amount of money spent by the student weekly, in and out of school, in addition to that included in (v) is computed for the entire school year, the cost to the student, or to the parent, of attending the local high school would be increased from \$135 to \$462 per student over the amounts stated in (v).

x. There is very little justification for the charges to the student summarized in (v) above. The superintendent and the board of education have a definite responsibility to reduce these costs as rapidly as possible. The local school cannot be considered a "free" public high school until this is done.

COMIC SUPPLEMENT TO BOYS' LIFE

Beginning with the September issue, *Boys' Life* made an additional positive approach to good reading by providing an eight-page, four-color comic supplement.

Action picture stories of sports, adventure, westerns, the sea, history, Bible stories, stories from the classics, science, and mystery stories, etc., will be featured.

The Boys Scouts of America, 2 Park Avenue, New York 16, New York, since its organization in 1910, has been interested in a "good reading" program as a part of the character-building and citizenship-training program of the Movement. *Boys' Life*, a magazine for all boys, published by the Scout organization since 1912, has brought clean reading, articles of current news and interest, handicraft, leisure-time activities, scoutcraft, and outdoor features to youthful readers. *Boys' Life* believes that the continuity strip technique, along with its present content, can be a constructive medium for educating, entertaining, and helping boys to develop patriotism, good character, and good citizenship.

Expense Paid by Seniors in Small High Schools

HAROLD H. PUNKE

EDUCATIONAL leaders and the common people in this country have put forth great effort during the past century to make elementary and secondary education more nearly free of cost to the individual pupil and his family than is the case in most countries. The achievement is particularly outstanding in regard to education at the secondary level. For many Americans such phrases as "free public education" and "the free public high school" have become identified with educational opportunity in a democratic society.

Although the youth of America have more extensive educational opportunities than the youth of most countries, and the economic status of the family makes less difference here concerning the educational opportunity available to a youth, it is easy for educators and others in this country to overlook many somewhat indirect items of educational expense that fall on the high-school youth or his family. It is also easy to overlook the possible increase in number of such items that tends to accompany the expansion in scope of educational experience which the modern secondary school makes available to its pupils.

The amount of such indirect expense will likely vary with such factors as size of school, type of community in which the school is located, economic status of the family, amount of spending money that the student has available, and definition of what constitutes an indirect expense or cost. The data reported here are from a study of expenditures made by seniors in small schools for instructional purposes, club memberships and related extracurricular interests, graduation activities, and a group of other items which seem pertinent in the lives of most high school seniors. Data were secured during the spring of 1951 through questionnaires which the seniors filled out. Pupils were asked to estimate the expenditures which they had already made during their senior year for the different items noted on the

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questionnaire, along with the additional expenditures which they expected to make before the completion of graduation exercises.

Usable returns were secured from 633 graduating seniors in 31 high schools located in five southeastern states. The range in size of schools can be judged by the fact that the number of usable returns from different schools varied from 7 to 44. The sex and residential distribution of the 633 seniors was as follows: living on farms, 141 boys and 214 girls—or boys 39.7 per cent, girls 60.3 per cent; not living on farms, 119 boys and 159 girls—or boys 42.8 per cent, girls 57.2 per cent. The data of the study are grouped according to the following areas of student expense: expenditures for instructional purposes; club membership and expense; extracurricular activities other than clubs; entertainment and dates; drives and philanthropic contributions; school lunches; and graduation expense.

Instructional expense.—Data on expense paid for instructional purposes appear in Table I.

Considerable variation appears among the seven major categories of expenditure listed in the table: textbooks, tuition, transportation, field trips, workbooks, uniforms, special fees. Columns 8 and 9 along with columns 18 and 19 show that a larger number of seniors make expenditures for workbooks than for any other item listed. In over half the cases, the expenditure reported for this item was less than \$7.50 per pupil, although some pupils spent more than twice this amount. The fact, that a substantially larger number of seniors indicated expenditures for workbooks than for textbooks, suggests that in some of the schools represented the state or local district furnished basic textbooks even at the high-school level, whereas the pupils themselves furnished whatever workbooks they had.

A comparison of the percentages in columns 10 and 11 with the percentages in columns 20 and 21, in regard to expenditures for textbooks, shows that the most common expenditure by pupils living on farms was between \$5.00 and \$10.00, whereas the corresponding expenditure for pupils not living on farms was less than \$5.00. This may mean that it is easier for non-farm students to work together and use books jointly, thus reducing the total amount that it is necessary for each pupil to spend for books, or it may mean that the income of farm families in recent years has been such that farm children have more money to spend for school books.

Although the idea of free high-school education usually implies that the pupils or their parents do not pay tuition, roughly one third as many farm youth indicated that they paid tuition as indicated that they paid for textbooks and workbooks. The fact that very few non-

TABLE L. INSTRUCTIONAL EXPENSE, BY EXPENSE ITEM AND BY RESIDENCE, AGE, AND SEX OF STUDENT

Expense Item and Dollars Paid	Residence, Age and Sex of Student																							
	Students Living on Farms										Students not Living on Farms													
	17 or under			18 yrs.			19 or over		All Ages			17 or under			18 yrs.			19 or over		All Ages				
	B	G	Pct. ¹	B	G	Pct. ¹	B	G	No.	B	G	Pct. ¹	B	G	No.	B	G	Pct. ¹	B	G	No.	B	G	Pct. ¹
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
Textbooks: 0.00- 5.00	14	18	22	17	5	12	41	47	39.0	34.1	17	17	16	13	8	3	41	33	61.2	47.9				
5.01-10.00	20	28	25	27	5	6	50	61	47.6	44.2	7	13	7	11	4	5	18	29	26.9	42.0				
over 10.00	7	11	4	14	3	5	14	30	13.4	21.7	1	5	5	2	2	0	8	7	11.9	10.1				
All No. students	41	57	51	58	13	23	105	138			25	35	28	26	14	8	67	69						
amts. } Pct. by Sex ²	39.0	41.3	48.6	42.0	12.4	16.7			100.0	100.0	37.3	50.7	41.8	37.7	20.9	11.6			100.0	100.0				
Tuition: 0.00- 5.00	7	12	17	17	4	6	28	35	65.1	62.5	2	4	2	2	0	0	4	6	66.7	75.0				
5.01-10.00	2	11	10	4	1	4	13	19	30.2	33.9	1	1	0	1	1	0	2	2	33.3	25.0				
over 10.00	0	0	1	2	1	0	2	2	4.7	3.6	0	0	0	0	0	0	0	0	0.0	0.0				
All No. students	9	23	28	23	6	10	43	56			3	5	2	3	1	0	6	8						
amts. } Pct. by Sex ²	20.9	41.1	65.1	41.1	14.0	17.8			100.0	100.0	50.0	62.5	33.3	37.5	16.7	0.0			100.0	100.0				
Transportation: 0.00- 5.00	0	0	2	0	0	0	2	0	12.5	0.0	2	6	2	0	0	0	4	6	25.0	30.0				
5.01-10.00	1	0	4	2	1	0	6	2	37.5	40.0	3	3	1	4	0	1	4	8	25.0	40.0				
over 10.00	4	1	4	1	0	1	8	3	50.0	60.0	2	4	4	2	2	0	8	6	50.0	30.0				
All No. students	5	1	10	3	1	1	16	5			7	13	7	6	2	1	16	20						
amts. } Pct. by Sex ²	31.3	20.0	62.5	60.0	6.2	20.0			100.0	100.0	43.8	65.0	43.8	30.0	12.4	5.0			100.0	100.0				
Field Trips: 0.00- 5.00	12	10	11	18	5	7	28	35	58.3	68.6	4	15	6	6	0	1	10	22	38.5	59.5				
5.01-10.00	6	3	5	4	0	1	11	8	22.9	15.7	2	2	1	2	1	0	4	4	15.4	10.8				
over 10.00	3	7	4	1	2	0	9	8	18.8	15.7	5	6	7	4	0	1	12	11	46.1	29.7				
All No. Students	21	20	20	23	7	8	48	51			11	23	14	12	1	2	26	37						
amts. } Pct. by Sex ²	43.7	39.2	41.7	45.1	14.6	15.7			100.0	100.0	42.3	62.2	53.9	32.4	3.8	5.4			100.0	100.0				

TABLE I. (continued)

Expense Item and Dollars Paid	Residence, Age and Sex of Student																							
	Students Living on Farms									Students not Living on Farms														
	17 or under			18 yrs			19 or over			All Ages			17 or under			18 yrs.			19 or over			All Ages		
	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹	B	G	Pct. ¹
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
Workbooks: 0.00-7.50	38	51	40	45	10	20	88	116	62.9	56.3	34	46	26	29	15	8	75	83	63.6	55.0				
7.51-15.00	18	49	19	25	5	6	42	80	30.0	38.9	10	33	18	23	5	3	33	59	27.9	39.0				
over 15.00	4	4	3	5	3	1	10	10	7.1	4.8	4	7	4	2	2	0	10	9	8.5	6.0				
All No. students	60	104	62	75	18	27	140	206			48	86	48	54	22	11	118	151						
amts., by Sex ²	42.9	50.5	44.3	36.4	12.8	13.1			100.0	100.0	40.7	57.0	40.7	35.8	18.6	7.2			100.0	100.0				
Uniforms: 0.00-7.50	12	24	13	9	2	6	27	39	49.1	52.7	7	19	12	10	5	3	24	32	60.0	72.8				
7.51-15.00	12	9	7	9	1	0	20	18	36.4	24.3	5	4	4	2	2	0	11	6	27.5	13.6				
over 15.00	2	8	5	7	1	2	8	17	14.5	23.0	3	3	2	3	0	0	5	6	12.5	13.6				
All No. students	26	41	25	25	4	8	55	74			15	26	18	15	7	3	40	44						
amts., by Sex ²	47.3	55.4	45.4	33.8	7.3	10.8			100.0	100.0	37.5	59.1	45.0	34.1	17.5	6.8			100.0	100.0				
Special Fees: 0.00-10.00	19	36	28	27	7	15	54	78	55.7	46.7	16	35	23	17	10	3	49	55	73.1	55.0				
10.01-20.00	10	35	19	33	5	8	34	76	35.0	45.5	9	17	5	13	1	2	15	32	22.4	32.0				
over 20.00	6	7	3	5	0	1	9	13	9.3	7.8	3	11	0	2	0	0	3	13	4.5	13.0				
All No. students	35	78	50	65	12	24	97	167			28	63	28	32	11	5	67	100						
amts., by Sex ²	36.1	46.7	51.5	39.0	12.4	14.3			100.0	100.0	41.8	63.0	41.8	32.0	16.4	5.0			100.0	100.0				
All items No. students and all Pct. by Sex ²	197	324	246	272	61	101	504	697			137	251	145	148	58	30	340	429						
amts., by Sex ²	37.8	62.2	47.5	52.5	37.7	62.3	42.0	58.0			35.3	64.7	49.5	50.5	65.9	34.1	44.2	55.8						

¹Per cents in these columns are to be read vertically, separately for each item category, except for the totals at the bottom of the table, and the non-farm students separately.

²These per cents total 100.0% for each age group, for farm and non-farm students separately.

The percentage data appearing in other tables, except Table II, are to be read in a similar way.

farm as compared with farm youth reported tuition may mean that several farm youth paid tuition because they attended school in a district other than that in which the farm home was located. Highway and transportation conditions are not likely to constitute a comparable stimulus for village youth to attend school outside the districts of their residence. The fact that most schools are located in villages and towns is also pertinent. However, where tuition fees were paid, the amount of the fee reported did not exceed \$5.00.

More youth, both farm and non-farm, indicated that they paid "special fees" than indicated that they had expense for textbooks. The questionnaire listed the following items as illustrative of what was meant by "special fees": laboratory, library, gymnasium and athletic, shops, typing, music, current events, and drawing. In several instances the expenditure for special fees amounted to \$20.00 or more—or roughly twice as much as that for textbooks. An examination of the per cents in columns 10 and 11 and in columns 20 and 21, with respect to special fees, shows that a substantially larger per cent of boys than of girls fell in the small-fee categories. This suggests that special fees tended to run higher in courses which were taken by girls. Courses in such fields as music may have been important in this connection—although the study made no special attempt to determine the particular learning areas concerned.

Frequent comment has appeared in the professional literature concerning the extent to which tuition and similar education costs are disguised in some type of special fees—laboratory fees, materials fees, typewriter and other machine-use fees, book rentals, fees for using band instruments, *etc.* The present study indicates that it is common for seniors in the schools studied to pay special fees, and that such fees may be considerable in amount.

A substantially smaller number of seniors indicate expense for uniforms than for special fees. Although the number of cases reported is not particularly large, it may be significant that a larger per cent of farm than of non-farm pupils report the high-level expenditures for uniforms. Thus only about half of the farm youth reporting showed expenditures of \$7.50 or less as compared with about two-thirds of the non-farm youth who reported the same amount (cols. 10, 11 and cols. 20, 21).

It might be thought that parents would be more lenient with youth of certain ages than with youth of other ages in allowing funds for high-school expense. Such a difference might conceivably be reflected in expense for such items as workbooks, uniforms, field trips, or courses involving special fees, but hardly in such an item as tuition.

However, the data of Table I do not indicate any significant age difference among pupils with respect to expense for any of the items listed.

Club membership and expense.—In studying expense for extra-curricular activities, an effort was made to separate expenditures for club dues and assessments from expenditures for certain other activities. Data on club expense appear in Table II.

Lines 25 and 26 show that in the case of considerably more than half of the clubs listed the cost of membership did not exceed \$1.25. It is nevertheless of interest that membership in clubs costing over \$2.50 was notably higher than membership in clubs costing \$1.26 to \$2.50. Thus, from the standpoint of cost, the distribution of membership appears somewhat bi-modal.

Line 25 also shows that more girls than boys reported expense for club membership. When a sex distribution of membership is compared with a sex distribution of the pupils reporting, the membership ratio is not greatly different for the two sexes—although it is slightly higher for girls, of both residential locations. Thus boys constituted 39.7 per cent of the pupils living on farms but accounted for only 38.0 per cent of the club membership of farm seniors. The corresponding per cents for farm girls are therefore 60.3 and 62.0. Among the non-farm group, boys constituted 42.8 per cent of the total, but accounted for only 39.3 per cent of the club memberships of non-farm seniors. The corresponding per cents for non-farm girls are 57.2 and 60.7.

When total memberships of farm and non-farm seniors are compared, the per-pupil membership for the farm group is notably higher than for the non-farm group. Thus the 355 seniors living on farms accounted for 429 memberships—or an average of 1.21 per senior, whereas the 278 non-farm seniors accounted for 295 memberships—or an average of 1.06 per senior. The membership ratio for the farm group was therefore 114.1 per cent of the ratio for the non-farm group.

The higher level of interest in clubs shown by farm seniors in general, as compared with non-farm seniors, does not support a thought which has often been set forth—that farm youth, especially boys, are too busy with chores and other non-school responsibilities to be active in school clubs, or that such youth have greater difficulty in paying dues and other club expenses than non-farm youth have. However, in this connection much would depend on whether the clubs meet after school or during school hours, and on whether farm youth come to school in buses or by means of vehicles which they furnish themselves.

In comparing the club interests of farm and non-farm seniors, it should be noted that the clubs here considered are school clubs. It

TABLE II. EXPENDITURES FOR CLUB MEMBERSHIP, BY CLUB AND BY RESIDENCE AND SEX OF STUDENT

Name or major interest of club	Students living on farms										Students not living on farms									
	Boys					Girls					Boys					Girls				
	\$0.00-1.25	\$1.26-2.50	Over 2.50	4	5	\$0.00-1.25	\$1.26-2.50	Over 2.50	6	7	\$0.00-1.25	\$1.26-2.50	Over 2.50	8	9	10	11	12	13	
1	2	3	4	2	2	2	4	2	1	0	7	3	2	0	0	2	1	0	2	
1. Agriculture	11	8	2	2	2	2	4	0	0	1	0	0	1	0	0	0	0	1	0	
2. Art	1	0	0	2	4	4	7	0	0	0	0	0	1	0	0	0	0	0	0	
3. Athletics	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	
4. Band	1	0	0	0	0	0	0	1	0	0	2	0	3	1	1	0	1	1	1	
5. Boy Scout	1	1	1	1	0	0	0	0	0	0	3	2	0	0	0	0	0	0	0	
6. Commercial	1	0	1	1	12	0	0	0	0	0	1	0	1	1	3	0	1	1	1	
7. 4-H	1	0	1	1	3	0	0	0	0	0	1	0	1	0	0	0	0	0	0	
8. Future Bus. Leaders of Am.	0	0	0	0	0	0	0	0	0	0	1	0	0	2	1	1	1	1	1	
9. Future Farmers of Am.	51	9	6	6	0	0	0	0	0	0	15	9	1	0	0	0	0	0	0	
10. Future Home-Makers of Am.	0	0	0	0	91	6	0	5	6	5	0	0	0	0	0	50	5	2	2	
11. Future Teachers of Am.	0	0	0	0	5	1	0	0	1	0	1	0	0	0	0	0	0	0	0	
12. Girls Reserve	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13. Glee Club	7	0	0	0	23	6	0	8	6	8	7	0	1	8	3	0	0	0	0	
14. Hi-Y	2	0	0	0	2	0	0	0	0	0	0	1	0	3	0	0	0	0	0	
15. Home Economics	0	1	0	0	3	2	0	5	0	5	0	0	0	5	2	0	8	0	0	
16. Honor Society	0	0	0	0	7	0	0	1	2	0	0	0	0	1	0	0	0	0	0	
17. Journalism	3	0	0	0	5	1	0	0	2	0	2	0	0	5	3	0	3	0	0	
18. Lettermen	6	2	0	0	6	1	0	0	1	0	3	3	1	1	1	0	0	0	0	
19. Music	0	1	0	0	4	2	0	0	2	0	1	0	0	3	0	0	0	0	0	
20. Speech	0	0	0	0	0	1	0	0	1	0	1	2	0	0	0	1	1	1	1	
21. Y-Teens	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	6	0	0	0	
22. Class Dues	0	0	0	5	4	4	0	7	0	7	0	0	3	0	0	6	0	0	10	

TABLE II. (continued)

Name or major interest of club	Students living on farms						Students not living on farms					
	Boys			Girls			Boys			Girls		
	\$0.00- 1.25	\$1.26- 2.50	Over \$2.50	\$0.00- 1.25	\$1.26- 2.50	Over \$2.50	\$0.00- 1.25	\$1.26- 2.50	Over \$2.50	\$0.00- 1.25	\$1.26- 2.50	Over \$2.50
1	2	3	4	5	6	7	8	9	10	11	12	13
23. Unspecified (major)	11	1	12	17	2	7	11	2	7	10	2	6
24. Unspecified (minor)	5	1	8	4	1	3	3	2	9	3	3	5
25. Totals	101	24	38	204	25	37	61	24	31	120	22	37
26. Pct. by cost, for each sex and residence group ²	62.0	14.7	23.3	76.7	9.4	13.9	52.6	20.7	26.7	67.0	12.3	20.7

¹Except for line 24, the table includes only clubs each of which was listed by five or more reporting seniors. Line 24 includes only clubs listed by fewer than five seniors.

²I.e., the percentages for boys living on farms totals 100.0 per cent.

is possible that some seniors belonged to non-school clubs. Membership in non-school clubs may be more common among non-farm than among farm seniors—because of problems relating to transportation, times and places for meetings, and other aspects of club relationships. But in the small communities represented by this study, it is not likely that many seniors belonged to non-school clubs. No data on non-school clubs were included in the study.

Consideration of individual clubs shows that farm seniors indicated little interest in such areas as band, speech, Future Business Leaders of America, or Y-Teens. But more farm than non-farm seniors showed an interest in becoming teachers—Future Teachers of America.

A further tabulation of club membership was made according to age of seniors. The data on this point are not set forth in a table. However, these data show that, among seniors 17 years old or under, there was a considerably higher membership ratio among girls than among boys. This relationship held for both farm and non-farm groups, but was especially noticeable for the farm group. Among 18-year-old seniors no significant sex difference in membership ratio appeared. Among seniors 19 years old and over, farm boys showed greater club interest than farm girls, whereas non-farm girls showed greater interest than non-farm boys. Part of the seeming inconsistency in relative level of club interest between farm and non-farm boys of this age may result from the small number of cases reported.¹ However, if one notes from Table II that the Future Farmers of America is substantially the largest or the most usual club, with respect to membership on the part of boys, he notes a club which one would expect to appeal to farm boys more extensively than to non-farm boys. Table II lists no club which might be expected to have as wide an appeal for the older non-farm boys as the Future Farmers of America might have for the older farm boys. The role of government vocational and extension services seem pertinent in this connection. An analysis by pupil age and sex of the club membership reported in the "unspecified" categories, indicated in lines 23 and 24 of Table II, reflects substantial membership by farm boys of all ages—but no membership by a 19-year-old non-farm boy.

¹The sex and age distribution of the farm and non-farm groups was as follows:

Farm:	17 or under	18	19 or over	Non-farm:	17 or under	18	19 or over
Boys	60	63	18	Boys	48	47	24
Girls	109	76	29	Girls	89	57	13
Totals by age	169	139	47	Totals by age	137	104	37

Further consideration of the interest of farm boys in club membership shows an increase in such interest with each higher age group. The low level of interest shown by boys 17 years old or under may mean that the types of social interests which club membership fosters are less developed in farm boys of this age than in farm girls of corresponding age—or less than in non-farm seniors of either sex but of corresponding age. On the other hand, farm girls of all ages showed greater interest in clubs than non-farm girls. It may be that non-farm senior girls have better facilities for dating, and channel more of their social interests along avenues of this kind than farm girls do.

Table III shows, by age, sex, and place of residence, the number of different clubs to which individual seniors belonged.

Columns 8 and 9, and columns 20 and 21, show that in the case of each sex the number of reporting seniors who belonged to no club was greater than the number who belonged to more than two clubs. The difference was especially noticeable in the case of boys of both residential backgrounds, but in the case of girls it was more pronounced in the non-farm than in farm group. The per cent columns (11-13 and 23-25) show that a larger per cent of the non-farm than of the farm seniors, both sexes, belonged to two clubs—although a somewhat larger sprinkling of farm seniors belonged to four or more clubs. The columns noted also show that well over half of the seniors, both sexes and both places of residence, belonged to one or two clubs than to any other number. • The percentage distribution by age of the seniors reporting on club membership can be noted at the bottom of the table.

Table III shows that between one fifth and two fifths of the seniors in the schools studied belonged to no school club. The study does not show the percentage of students below the senior level who belonged to clubs. However, it seems probable that a larger per cent of seniors than of freshmen belonged to some club—with the intermediate classes occupying somewhat intermediate positions relative to club membership. The data suggest that the schools concerned might find it worth while to devote more effort to getting more of the non-club members to join some club.

Extracurricular activities other than clubs.—Data on expense for certain extracurricular activities, apart from clubs, appear in Table IV.

Only 78 or 12.3 per cent of the 633 seniors reported that they paid a student activity fee, and in from half to three fourths of the 78 cases, the amount of the fee did not exceed \$2.50. A somewhat larger per cent of farm than of non-farm seniors reported a fee larger than \$2.50. However, farm boys constituted the only sex-residence group in which as many as half of the students reporting indicated that they paid a

TABLE IV. EXTRACURRICULAR ACTIVITIES OTHER THAN CLUB EXPENSE

Expense item and dollars paid	Residence, age and sex of student																				
	Students living on farms										Students not living on farms										
	17 or under			All ages							17 or under			18 yrs.			19 or over		All ages		
	B	G	No.	B	G	B	G	B	G	Pct.	B	G	B	G	B	G	No.	Pct.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Student activity fee: 0.00-1.25	4	3	2	8	1	3	7	14	38.9	53.9	3	9	3	5	2	0	8	14	57.1	70.0	
1.26-2.50	0	2	3	0	0	1	3	3	16.7	11.5	1	0	1	1	0	0	2	1	14.3	5.0	
2.51-5.00	3	2	1	2	0	0	4	4	22.2	15.4	1	1	2	0	0	0	3	1	21.4	5.0	
over 5.00	1	3	3	1	0	1	4	5	22.2	19.2	0	3	1	1	0	0	1	4	7.2	20.0	
All No. students	8	10	9	11	1	5	18	26	100.0	100.0	5	13	7	7	2	0	14	20	100.0	100.0	
amts. } Pct. by sex	44.5	38.5	50.0	42.3	5.5	19.2					35.7	65.0	50.0	35.0	14.3	0.0					
School annual: 1.51-3.00	28	40	21	40	7	13	56	93	62.2	72.1	15	32	18	24	11	9	44	65	63.8	70.6	
3.01-4.50	12	18	18	12	2	5	32	35	35.6	27.1	7	16	9	9	6	1	22	26	31.9	28.3	
over 4.50	1	1	0	0	1	0	2	1	2.2	0.8	3	1	0	0	0	0	3	1	4.3	1.1	
All No. students	41	59	39	52	10	18	90	129	100.0	100.0	25	49	27	33	17	10	69	92	100.0	100.0	
amts. } Pct. by sex	45.6	45.7	43.3	40.3	11.1	14.0					36.2	53.3	39.1	35.9	24.7	10.8					
Locker fee: 0.00-0.50	14	20	11	16	2	4	27	40	87.1	76.9	7	7	6	4	5	0	18	11	90.0	100.0	
0.51-1.00	1	9	3	3	0	0	4	12	12.9	23.1	1	0	0	0	1	0	2	0	10.0	0.0	
All No. students	15	29	14	19	2	4	31	52	100.0	100.0	8	7	6	4	6	0	20	11	100.0	100.0	
amts. } Pct. by sex	48.4	55.8	45.2	36.5	6.4	7.7					40.0	63.6	30.0	36.4	30.0	0.0					

TABLE IV. (continued)

Expense item and dollars paid	Residence, age and sex of student																		
	Students living on farms									Students not living on farms									
	All ages									All ages									
	17 or under	18 yrs.	19 or over	No.	Pct.										17 or under	18 yrs.	19 or over	No.	Pct.
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Spec. equip. for athletics and sports:																			
0.00- 2.50	1	7	3	6	1	0	5	13	12.8	28.9	1	2	2	2	1	0	4	4	11.4
2.51- 5.00	3	8	7	4	0	0	10	12	25.6	26.7	0	1	3	1	0	0	3	2	8.6
5.01- 7.50	4	1	0	0	2	0	6	1	15.4	2.2	2	2	0	0	2	0	4	2	11.4
7.51-10.00	2	3	2	3	0	0	4	6	10.3	13.3	3	1	4	0	0	0	7	1	20.0
10.01-12.50	1	2	3	2	0	0	4	4	10.3	8.9	2	0	1	0	0	0	3	0	8.6
12.51-15.00	1	4	3	1	1	0	5	5	12.8	11.1	2	1	3	0	0	0	5	1	14.3
over 15.00	4	2	1	2	0	0	5	4	12.8	8.9	3	2	4	0	2	0	9	2	25.7
All No. students	16	27	19	18	4	0	39	45			13	9	17	3	5	0	35	12	
amts. by sex	41.0	60.0	48.7	40.0	10.3	0.0			100.0	100.0	37.1	75.0	48.6	25.0	14.3	0.0		100.0	100.0
All items No. students	80	125	81	100	17	27	178	252			51	78	57	47	30	10	138	135	
and all Pct. by sex																			
amts. for each age	39.0	61.0	44.8	55.2	38.6	61.4	41.4	58.6			39.5	60.5	54.8	45.2	75.0	25.0	50.0	50.0	

fee exceeding \$1.25. The sex differences shown regarding size of activity fee may be due to the small number of cases, and to the boys reporting on this item representing somewhat different schools from those represented by the girls reporting.

Calculations from the table show that 60.0 per cent of the 633 reporting seniors indicated that they had expense for a school annual. Farm seniors reported this item a little more often than non-farm seniors. The per cents calculated by sex and place of residence, are: farm boys, 63.8; farm girls, 60.3; non-farm boys, 58.0; non-farm girls, 57.9. In more than three fifths of the cases reported, the cost of the annual did not exceed \$3.00. However, in no case was it less than \$1.50.

Of the 633 seniors, 114 or 18.0 per cent reported that they paid a locker fee, although in no case did the amount of such fee exceed \$1.00. In most cases the fee did not exceed 50 cents.

The expenditure by seniors for special athletic and sports equipment varied from nothing to more than \$15.00, with a substantial per cent of the seniors reporting expenditures of the higher levels. The per cents calculated for the different sex and residence groups are: farm boys, 27.7; farm girls, 21.0; non-farm boys, 29.4; non-farm girls, 7.5. Place of residence did not seem to make much difference among boys, with respect to per cent reporting expense for special athletic or sports equipment; whereas a considerably larger percentage of farm girls than of non-farm girls reported such expense. Possibly non-farm girls had more previous opportunity to engage in athletic activities than farm girls, and, therefore, did not need to buy as much equipment during their senior year. It is of interest that no senior girl 19 years old or over, either farm or non-farm, reported anything paid for this item. The data suggest that in the schools represented, farm boys participate in athletic and sports activities to about the same extent as non-farm boys.

Expense for entertainment and dates.—In analyzing expense paid by seniors for entertainment, an effort was made to differentiate two major categories; expense for entertainment at school which was enjoyed on a non-dating basis, and expense for dates and similar engagements with members of the opposite sex. Table V presents information on expense for entertainment on a non-dating basis.

The table shows that, in the schools concerned, the most common entertainment expense was for movies and school plays. Calculations show that, of the 633 seniors who supplied usable information in the study, 315 or 49.8 per cent indicated expense for school movies and 371 or 58.6 per cent indicated expense for school plays. However, only 230 or 36.5 per cent reported expense for general school parties,

TABLE V. EXPENSE FOR ENTERTAINMENT AT SCHOOL

Expense item and dollars paid	Residence, age and sex of student																
	Students living on farms							Students not living on farms									
	All ages							All ages									
	17 or under	18 yrs.	19 or over	No.	Pct.	B	G	17 or under	18 yrs.	19 or over	No.	Pct.	B	G	B	G	Pct.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 19 20 21
Movies: 0.00-2.50	21	37	18	21	1	13	40	71	60.6	68.9	16	33	14	24	9	4	39 61 69.6 67.8
2.51-5.00	1	10	6	7	4	1	11	18	16.7	17.5	1	11	2	4	2	0	5 15 9.0 16.7
over 5.00	3	7	11	4	1	3	15	14	22.7	13.6	5	6	5	7	2	1	12 14 21.4 15.5
All No. students	25	54	35	32	6	17	66	103			22	50	21	35	13	5	56 90
amts., Pct. by sex	37.9	52.4	53.0	31.1	9.1	16.5			100.0	100.0	39.3	55.6	37.5	36.9	23.2	5.5	100.0 100.0
Gen. School Parties: 0.00-2.50	19	35	11	27	4	10	34	72	70.9	75.8	13	21	7	11	6	1	26 33 65.0 70.2
2.51-5.00	2	16	7	4	1	1	10	21	20.8	22.1	4	11	6	3	0	0	10 14 25.0 29.8
over 5.00	2	1	2	1	0	0	4	2	8.3	2.1	1	0	2	0	1	0	4 0 10.0 0.0
All No. students	23	52	20	32	5	11	48	95			18	32	15	14	7	1	40 47
amts., Pct. by sex	47.9	54.7	41.7	33.7	10.4	11.6			100.0	100.0	45.0	68.1	37.5	29.8	17.5	2.1	100.0 100.0
School Plays: 0.00-2.50	35	58	23	43	8	16	66	117	73.3	88.6	16	48	22	31	9	5	47 84 83.9 90.3
2.51-5.00	6	8	15	3	3	3	24	14	26.7	10.6	5	3	3	4	0	1	8 8 14.3 8.6
over 5.00	0	0	0	0	0	1	0	1	0.0	0.8	1	1	0	0	0	0	1 1 1.8 1.1
All No. students	41	66	38	46	11	20	90	132			22	52	25	35	9	6	56 93
amts., Pct. by sex	45.6	50.0	42.2	34.9	12.2	15.1			100.0	100.0	39.3	55.9	44.6	37.6	16.1	6.5	100.0 100.0

TABLE V. (continued)

Expense item and dollars paid	Residence, age and sex of student															
	Students living on farms								Students not living on farms							
	17 or under				All ages				17 or under				18 yrs. 19 or over			
	No.	B	G	18 yrs. 19 or over	No.	B	G	B	No.	B	G	B	G	B	G	Pct.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 18 19 20 21
Ball games, dances, other: 0.00-2.50	5	12	5	9	1	2	11	23	55.0	52.3	1	9	1	8	2	1 4 18 57.1 50.0
2.51-5.00	3	4	2	3	1	2	6	9	30.0	20.4	0	6	1	4	0	1 10 14.3 27.8
over 5.00	2	8	1	3	0	1	3	12	15.0	27.3	2	7	0	1	0	2 8 28.6 22.2
All No. students	10	24	8	15	2	5	20	44	100.0	100.0	42.8	61.1	28.6	36.1	28.6	2.8
Pct. by sex	50.0	54.5	40.0	34.1	10.0	11.4										100.0 100.0
Totals: All expense items: 0.00-2.50	80	142	57	100	14	41	151	283	67.4	75.6	46	111	44	74	26	11 116 196 73.0 73.6
2.51-5.00	12	38	30	17	9	7	51	62	22.8	16.7	10	31	12	15	2	1 24 47 15.1 17.7
over 5.00	7	16	14	8	1	5	22	29	9.8	7.7	9	14	7	8	3	1 19 23 11.9 8.7
All No. students	99	196	101	125	24	53	224	374	65	156	63	97	31	13	159	266
Pct. by sex	44.2	52.4	45.1	33.4	10.7	14.2			100.0	100.0	40.9	58.7	39.6	36.4	19.5	4.9
Pct. by sex for each age	33.6	66.4	44.7	55.3	31.2	68.8	37.5	62.5	29.4	70.6	39.4	60.6	29.5	70.5	37.4	62.6

and 107 or 16.9 per cent reported expense for such school entertainment as ball games and dances. In from three fifths to nine tenths of the cases reporting expense for movies, parties, and plays at school, the amount reported did not exceed \$2.50. Expense for ball games and dances ran somewhat higher.

Because of the concentration of per cents in the lowest-expense category, for each item listed in the table, a further breakdown of this category was made in the case of one item—school plays. The breakdown showed that for over three fifths of the seniors the expense for this item did not exceed \$1.25. The respective per cents, in this expense category, calculated by residence and sex of students are: farm boys, 62.3; farm girls, 79.5; non-farm boys, 67.8; non-farm girls, 81.7. A similar breakdown of other categories may have shown similar per cents of expenditures as not exceeding \$1.25. However, since the data as tabulated show only small expense for the items concerned, when considered on a school-year basis, retabulation with a further breakdown was not considered essential.

The per cents in the last line of the table show that, for both farm and non-farm seniors, roughly two thirds of the students reporting were girls. Among students supplying data for the study, 60.3 per cent of those living on farms were girls, as were 57.2 per cent of those not living on farms. The slightly larger proportion of girls among seniors enjoying entertainment on an individual or "singleton" basis, in contrast with a dating basis, than the proportion of girls among all seniors supplying data may mean that boys enjoy other things somewhat more than these entertainments—or it may mean that some boys do not have money for dates and also for school entertainment which they might personally enjoy on a "singleton" basis.

The data on expense reported for dates show that such expense varied from practically nothing to over \$30.00 per week. However most of the seniors reporting over \$10.00 per week spent for dates were farm boys. Transportation cost is perhaps an item for these boys. Because of the interpretation which several seniors placed on the aspect of the questionnaire relating to dating expense, there is some doubt regarding the dollar amounts reported. For example it seems questionable whether any senior boy in a small public high school in one of the southeastern states spends \$30.00 per week on dates—as an average throughout the school year. Nevertheless, it is of interest that a larger per cent of the farm girls than of the non-farm girls, for each of three age levels recognized—as shown in Table V and in certain other tables, reported dating expense. Possibly farm girls "go Dutch" oftener than non-farm girls.

Philanthropic contributions made at school.—High school seniors often made contributions at school to "drives" conducted for philanthropic purposes. Table VI presents data on contributions to such drives.

Contributions to the Red Cross and to the March of Dimes (infantile paralysis) were most common among seniors of the 31 high schools studied. In few instances did the contributions per student to either of these philanthropic agencies exceed \$1.00. Some interesting residential and sex differences appeared. Calculations not shown in the table indicate that the per cent of the 633 reporting pupils who at school made contributions to the Red Cross were: farm boys, 60.3 per cent; farm girls, 43.0 per cent; non-farm boys, 63.0 per cent; and non-farm girls, 60.4 per cent. The corresponding per cents who made contributions to the March of Dimes were: 67.4; 47.7; 65.5; and 58.5. When the three types of contributions listed in the table are considered in combination, as reflected by the totals which include contributions by the same persons to more than one agency, the corresponding per cents are: farm boys 139.0; farm girls 105.6; non-farm boys 145.4; and non-farm girls 136.5. Thus, it is noted that in both residential groups the boys contributed to a greater extent than the girls. When the two residential groups are compared, the non-farm group, both sexes, contributed to a greater extent than the farm group.

A tabulation, not shown in the table, was made of seniors who contributed to some one of a group of philanthropic drives made for such purposes or agencies as the Community Chest, disaster relief, and the Salvation Army. The number of seniors reporting contributions to this group of "drives" were: farm boys, 37; farm girls, 57; non-farm boys, 40; non-farm girls, 33. In proportion to their number among the 633 reporting seniors, boys were more frequent contributors to this group of drives than girls. In only four cases did the contributions reported exceed \$2.50.

Expenditures for philanthropic purposes are of interest because they represent perhaps the most unselfish expenditures of any included in this study—that is, expenditures for which the individual does not directly buy something or expect to reap some direct personal benefit. The only other item which is similar in this respect to these philanthropic contributions is the contribution to a class memorial subsequently noted in Table VIII. More will be said on this point later.

Expense for school lunches.—An effort was made to determine the amount which seniors spend for lunches. Table VII presents the data.

Perhaps the most impressive thing about the table is the small number of seniors who reported expense for lunches. Since all of the

TABLE VII. AMOUNT PAID FOR LUNCHES

Dollar amts., paid for lunches	Residence, age and sex of student																			
	Students living on farms							Students not living on farms												
	All ages							All ages							19 or over					
	17 or under	18 yrs.	19 or over	No.	Pct.	17 or under	18 yrs.	19 or over	No.	Pct.	17 or under	18 yrs.	19 or over	No.	Pct.	All ages				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
\$25.00 or under	2	8	0	3	1	6	3	17	12.0	29.8	1	2	0	0	0	0	1	2	6.2	18.2
25.01-30.00	4	7	0	3	1	4	5	14	20.0	24.6	1	1	0	0	0	0	1	1	6.2	9.0
30.01-35.00	2	2	1	1	0	0	3	3	12.0	5.3	0	2	0	2	0	0	0	4	0.0	36.4
over 35.00	6	13 ^b	6	10 ^a	2	0	14	23	56.0	40.3	6	2	4	2	4	0	14	4	87.6	36.4
All No. students	14	30	7	17	4	10	25	57			8	7	4	4	4	0	16	11		
Pct., by sex																				
for each place																				
of residence	56.0	52.7	28.0	29.8	16.0	17.5			100.0	100.0	50.0	63.6	25.0	36.4	25.0	0.0			100.0	100.0
Pct., by sex																				
for each age	31.8	68.2	29.2	70.8	28.6	71.4			30.5	69.5	53.3	46.7	50.0	50.0	100.0	0.0			59.3	40.7

^aIncludes one student reporting over \$40.00 spent for lunches.

^bIncludes three students reporting over \$40.00 spent for lunches.

^aIncludes one student reporting over \$40.00 spent for lunches.^bIncludes three students reporting over \$40.00 spent for lunches.

schools included in the study are small schools, as judged by the number of seniors reporting, several of them may have no school cafeteria. Where this is the case, most students would either carry their lunches or go home for lunch. The latter would be impossible for most farm children. Perhaps the expense reported in Table VII is in part for candy, cookies, peanuts, drinks, and other items sold at candy counters or through vending machines. Making up a "lunch" from sources of this kind has important health implications, aside from the cost item considered in this study. It might be noted that, although only a few cases are reported, considerable variation in expense appears. However the data do not warrant effort at detailed analysis.

Graduation expense.—Most high-school seniors incur expense in connection with graduation activities. Such expense may relate to special clothes, jewelry, pictures, invitations, banquets, presents, and trips, as well as to diploma fees or to some memorial which the graduating class may leave to the school. Table VIII presents data for items of this kind.

The table shows that expense for clothes, jewelry, invitations, and pictures constituted the most common types of graduation expense for the seniors reported in this study. The outlay for clothing varied more than that for any of the other seven items listed. A somewhat larger per cent of the girls than of the boys, of both farm and non-farm residence, reported special expense for graduation clothes and the average amount spent by girls was greater than the amount spent by boys. Thus calculations from the table show that among seniors of farm residence 135 or 95.7 per cent of the 141 farm boys reported expense for graduation clothes as compared with 211 or 98.6 per cent of the 214 farm girls. The corresponding figures for non-farm seniors are: 103 or 86.5 per cent of the 119 boys, and 148 or 93.1 per cent of the 159 girls. Thus a somewhat higher per cent of the farm than of the non-farm seniors, both sexes, reported special expense for graduation clothes. Perhaps more of the non-farm seniors already had clothes suitable for graduation. Approximately half of the boys, both farm and non-farm, spent \$10.00 each or less for graduation clothes. Among girls, however, roughly from one fourth to one third spent this small amount whereas the remainder of the girls spent larger amounts. When clothing expenditures in the upper brackets are considered separately, that is expenditures of from \$30.00 to over \$50.00, there is no particular sex or residential difference among seniors. Roughly one third of the seniors in each sex and residence group reported expenditures in these higher brackets.

TABLE VIII. GRADUATION EXPENSE—BY RESIDENCE, AGE AND SEX OF STUDENT

Expense item and dollars paid	Students living on farms										Students not living on farms									
	17 or less					18 yrs.					17 or less					18 yrs.				
						19 or over										19 or over				
	No.		Pct.			No.		Pct.			No.		Pct.			No.		Pct.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Spec.																				
Banquets:	0.00-5.00		13	26	17	15	55	3	35	44	61.4	46.3	10	18	12	7	8	2	30	27
	5.01-10.00		6	6	5	5	0	1	11	12	19.3	12.6	6	3	1	2	3	1	10	6
	10.01-15.00		1	3	2	3	0	1	3	7	5.3	7.4	0	2	1	2	0	0	1	4
	15.01-20.00		2	2	1	6	1	1	4	9	7.0	9.5	1	0	0	1	0	0	1	1
	20.01-25.00		0	4	1	3	0	0	1	7	1.7	7.4	0	2	1	2	0	0	1	4
	over 25.00		2	7	1	5	0	4	3	16	5.3	16.8	0	4	2	5	2	1	4	10
All students	No. students		24	48	27	37	6	10	57	95	100.0	100.0	36.2	55.8	36.2	36.5	27.6	7.7	47	52
	Pct. by sex		42.1	50.5	47.4	39.0	10.5	10.5			100.0	100.0	36.2	55.8	36.2	36.5	27.6	7.7	100.0	100.0
Spec.																				
Clothes:	0.00-10.00		28	22	29	20	10	10	67	52	49.6	24.7	22	28	25	25	10	3	57	56
	10.01-20.00		4	21	3	8	0	5	7	34	5.2	16.1	2	9	0	8	0	1	2	18
	20.01-30.00		2	26	7	25	4	7	13	58	9.6	27.5	4	14	3	8	2	3	9	25
	30.01-40.00		15	15	9	8	2	2	26	25	19.2	11.8	8	9	5	3	1	2	14	14
	40.01-50.00		2	10	8	11	1	4	11	25	8.2	11.8	3	12	7	4	6	2	16	18
	over 50.00		7	11	3	5	1	1	11	17	8.2	8.1	2	14	2	3	1	0	5	17
All students	No. students		58	105	59	77	18	29	135	211	100.0	100.0	39.8	58.1	40.8	34.5	19.4	7.4	103	148
	Pct. by sex		43.0	49.8	43.7	36.5	13.3	13.7			100.0	100.0	39.8	58.1	40.8	34.5	19.4	7.4	100.0	100.0
Invitations.																				
Etc:	0.00-5.00		19	26	28	15	8	4	55	45	39.6	22.0	7	9	4	6	7	0	18	15
	5.01-10.00		31	48	28	45	10	20	69	113	49.6	55.1	24	33	30	19	10	6	64	58
	10.01-15.00		9	20	3	10	0	4	12	34	8.6	16.6	12	25	10	22	4	6	26	53
	over 15.00		0	7	3	6	0	0	3	13	2.2	6.3	2	21	1	7	2	1	5	29
All students	No. students		59	101	62	76	18	28	139	205	100.0	100.0	39.8	56.8	39.8	34.8	20.4	8.4	113	155
	Pct. by sex		42.5	49.3	44.6	37.1	12.9	13.6			100.0	100.0	39.8	56.8	39.8	34.8	20.4	8.4	100.0	100.0

TABLE VIII. (continued)

Expense item and dollars paid	Students living on farms										Students not living on farms									
	17 or less					18 yrs. over					17 or less					18 yrs. over				
	Tot., all ages					Tot., all ages					Tot., all ages					Tot., all ages				
	No.					Pct.					No.					Pct.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Jewelry:																				
0.00-10.00	2	2	1	1	0	2	3	5	2.5	2.7	0	2	1	1	0	0	1	3	1.0	2.2
10.01-15.00	4	6	2	4	0	1	6	11	5.1	5.8	5	16	6	6	6	7	17	29	16.7	22.0
15.01-20.00	16	47	11	25	4	10	31	82	26.3	43.4	18	40	10	31	7	3	35	74	34.3	56.1
20.01-25.00	18	26	34	29	5	9	57	64	48.3	33.9	11	12	16	6	7	1	34	19	33.3	14.4
25.01-30.00	9	6	5	9	5	0	19	15	16.1	7.9	6	5	7	1	2	0	15	6	14.7	4.5
over 30.00	0	6	2	2	0	4	2	12	1.7	6.3	0	0	0	1	0	0	1	0	0	0.8
All students	49	93	55	70	14	26	118	189	100.0	100.0	39.2	56.8	39.2	34.9	21.6	8.3	102	132	100.0	100.0
and amts.	Pct. by sex	41.5	49.2	46.6	37.0	11.9	13.8													
Pictures:																				
0.00-2.50	36	40	31	35	7	11	74	86	63.8	46.2	26	43	20	27	4	8	50	78	56.4	57.8
2.51-5.00	14	24	12	20	5	8	31	52	26.7	28.0	6	22	8	11	9	2	23	35	25.8	25.9
5.01-7.50	1	6	2	9	2	1	5	16	4.3	8.6	2	9	5	2	3	0	10	11	11.2	8.1
7.51-10.00	1	13	4	6	0	1	5	20	4.3	10.8	2	3	1	4	0	0	3	7	3.3	5.2
over 10.00	1	6	0	4	0	2	1	12	0.9	6.4	1	2	1	2	1	0	3	4	3.3	3.0
All students	53	89	49	74	14	23	116	186	100.0	100.0	41.6	58.5	39.3	34.1	19.1	7.4				
and amts.	Pct. by sex	45.7	47.8	42.2	39.8	12.1	12.4				37	79	35	46	17	10	89	135	100.0	100.0
Trips:																				
0.00-30.00	0	1	0	0	0	0	0	1	0.0	20.0	0	2	3	1	0	0	3	3	50.0	30.0
30.01-40.00	0	2	0	0	0	0	0	2	0.0	40.0	1	3	0	1	1	0	2	4	33.3	40.0
over 40.00	0	1	0	1	0	0	0	2	0.0	40.0	0	2	1	0	0	1	1	3	16.7	30.0
All students	0	4	0	1	0	0	0	5	100.0	16.7	70.0	66.6	20.0	16.7	10.0		1	6	100.0	100.0
and amts.	Pct. by sex	0.0	80.0	0.0	20.0	0.0	0.0				1	7	4	2	1	1	1	10		

Expense for invitations was comparable in importance to expense for graduation clothes, as judged by the proportion of seniors reporting the item. Calculations from the table show that among farm seniors 98.6 per cent of the boys and 95.8 per cent of the girls reported expense for invitations—94.9 and 97.5 are the corresponding per cents for non-farm seniors. The most usual amount of expense for this item, for both sex and residence groups, was from \$5.01 to \$10.00. However, a detailed comparison of the per cents, columns 10 and 11 and columns 20 and 21, shows that somewhat larger per cents of girls than of boys fell in the high expense categories, and that the expense of non-farm seniors for invitations ran somewhat higher than that of farm seniors.

The cost of graduation jewelry constituted an expense item for a somewhat smaller per cent of the seniors included in the study than invitations and graduation clothes. The per cent reporting jewelry expense, as calculated by sex and residence, are: farm boys, 83.7; farm girls, 88.3; non-farm boys, 85.7; non-farm girls, 83.0. The most common expenditures for this item were from \$15.00 to \$25.00. A slightly larger percentage of the farm than of the non-farm seniors reported expense of \$15.00 or less. For both farm and non-farm groups, somewhat larger percentages of boys than of girls are in the high-expense categories regarding graduation jewelry.

About the same percentage of seniors spent money for graduation pictures as for graduation jewelry, although for each residence group a higher per cent of farm than of non-farm youth reported expense for pictures. The per cents by residence and sex, are: farm boys, 82.3; farm girls, 86.9; non-farm boys, 74.8; non-farm girls, 84.9. However, the amount spent for pictures was usually small. Farm girls constituted the only sex-residence group in which as many as half of the seniors reporting spent over \$2.50 each for this item. Not many seniors spent over \$5.00 for graduation pictures—although a few, mostly farm girls, spent over \$10.00 each.

Approximately two fifths of the 633 seniors reported that they paid out money for banquets which were connected with graduation activities. The per cents, calculated by sex and place of residence, are: farm boys, 40.4; farm girls, 44.4; non-farm boys, 39.5; non-farm girls, 32.7. Considerable range appears in the amount of expenditure for this item; although, when all seniors as a whole are considered, more than half of them reported an expenditure of \$5.00 or less for this item. Girls on the whole spent somewhat more than boys for banquets.

Not many seniors reported expense for a senior or graduation trip—five farm and sixteen non-farm seniors. It is of interest, nevertheless, that all farm seniors reporting the item were girls, whereas

non-farm seniors reporting it were divided between the sexes in about the same ratio as members of the two sexes were represented among all non-farm seniors reporting. Perhaps at the season immediately preceeding high-school graduation, there is more need for the help of farm boys at home than for the help which members of the other sex-residence groups can render. Some seniors spent over \$40.00 each on a trip—or trips.

Only about ten per cent of the boys and six or seven per cent of the girls reported that they contributed to a class memorial. This seems a rather small percentage, in view of the percentages reporting expenditures for other items. Earlier reference was made to philanthropic contributions and to gifts for a class memorial as constituting the most unselfish expense items listed by seniors. Consideration of the two spheres of contribution show that girls as a group were less generous contributors than boys—although other comparisons made in the study do not indicate that girls had any less money to spend than boys.

Calculations from the table show that 340 or slightly over half of the 633 graduating seniors reported the payment of a diploma fee as part of their graduation expense. In no case was the fee reported as being more than \$5.00. A few seniors listed graduation expense paid for miscellaneous items not individually noted in the table.

Concluding observations.—Certain concluding observations relative to the foregoing study seem in order.

1. Although an effort was made to include in the study a wide range of items which constitute expense for typical high-school seniors, it is not assumed that the study included every item which might possibly be related to the school activities of graduating seniors. Omissions would tend to mean that the data presented represent understatements in some cases. However, it seems unlikely that the omissions would greatly affect total or average expenditures.

From the standpoint of costs facing American high-school youth and their parents, the loss of earnings associated with attending school rather than holding a pay job may be more important than the cash outlays reported in this study. Loss of earnings, as a factor of school cost to the family, deserves more consideration than it ordinarily receives—among socio-economic factors bearing on high-school enrollment. This point is particularly significant when general living costs are high, apart from schooling, and when there are numerous employment opportunities available to high-school upperclassmen on a highly remunerative basis. It might be less important during a period of economic depression and job stringency.

2. Since the present study related only to seniors, the findings no doubt differ in at least two respects from what one might expect to find if he was studying the entire high-school population. In the first place, graduation expense would not affect underclassmen, and some of the other expense items would probably be different for the underclassmen. In the second place, seniors have withstood a considerable period of economic selection during their earlier school years. Hence, the particular group of youth, who continue in our academic program to become seniors, tend to represent families which can afford more school expense per child than other families. Perhaps the youth who become high-school seniors have more money to spend when they are freshmen or sophomores, in connection with going to school, than the average freshmen or sophomore has. Cost to the family constitutes one factor in dropping out of school.

3. Cost items for seniors probably vary with size and location of high school. In towns of several thousand population there are usually more ways in which high-school pupils can spend money than in small communities, although in some large communities school books and supplies are furnished at public expense to a greater extent than in small communities. In view of the situation described there would probably be greater variation in expenditure among pupils in large communities than in small communities—pupils who have considerable money to spend can readily find numerous ways in which to spend it, whereas pupils with little or nothing to spend would not spend much in any type of community.

4. Perhaps a methodological note should be added. The questionnaire technique has limitations—and perhaps advantages. If one could secure data through interviewing high-school seniors, he could be sure of a more uniform interpretation of what is meant by specific questionnaire items than when each senior interprets them for himself. There were no funds for interview expense in the present study.

Reliable information on some types of expenditures by seniors might be secured from teachers or administrators—*i.e.*, the amount of a student activity fee, or the cost of required textbooks. However, in regard to some other types of pupil expenditures, the information from such sources would probably be nil or inaccurate—*i.e.*, the amount spent on dates or graduation clothes, or the amount that the family pays out for pupil lunches or transportation. Probably the best source of information on such items is the pupil himself, although his responses may be in the form of estimates. The expenditures of high-school seniors include numerous items of this latter type—as well perhaps as a good many items which could be classified as incidentals.

An Annotated Bibliography of School And College Information

RUTH E. ANDERSON

THIS bibliography brings up to date information published four years ago¹ for the purpose of assisting counselors, teachers, and librarians in assembling reference material on schools and colleges. It resumes where the earlier effort left off—with the fall of 1948.

As compared with the 91 titles in the 1948 bibliography, the current edition lists 175, a figure which does not truly represent the number of publications which list schools and colleges. The very wealth of material made drastic curtailment necessary. However, the publications omitted are those for the most part which contain listings duplicated in items which are included. Furthermore, two new groups of publications have been added: those helpful to the student or counselor, or both, on the basic problems of post-secondary education; and those which are sources of information on student aid. Included, of course, are new editions of many titles previously listed. In a number of instances, however, no revisions have been made since 1948, and no other publications in the same fields have supplanted them.

No grouping or classification of this material is entirely satisfactory. Of necessity there is much overlapping. For convenience, however, publications are classified as follows:

- I. *Schools and Colleges*—General listings. Publications, national in scope, many of which give information on institutions at the several academic levels and include schools in many fields of specialization.
- II. *Schools and Colleges for Specialized Training*—Publications concerned with institutions which offer professional, semi-professional and other types of vocational training.

¹Anderson, Ruth E. "A Bibliography of School and College Information." THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. Nov. 1948, pp. 90-115.

Ruth E. Anderson is Director of Publicity, Mary Hardin-Baylor College, Box 96, Baylor Station, Belton, Texas. This article brings up to date her previous one on the subject published in the November, 1948, issue of THE BULLETIN of the National Association of Secondary-School Principals.

- III. *Schools and Colleges*—Geographical listings. Publications limited to information on institutions within a specific area.
- IV. *Educational Guidance*. Publications devoted to the problems of post-secondary education.
- V. *Student Aid*—Publication giving sources of information on scholarships, fellowships, loans, and other forms of self-help.

Nothing can take the place of first-hand knowledge of schools and colleges—actual visits to the campus, which for most counselors are impossible except to a limited extent. College catalogs, reports of officers, and student and alumni publications are all helpful in making one acquainted with an institution. This bibliography is intended as a guide in locating information and in developing lists of institutions for study and investigation. In the following pages, "type" means that information is given as to enrolment: coeducational, men only, or women only. It is assumed that the location of an institution is included with its listing and is, therefore, omitted from the items of information given in the annotations unless it has reference to a description of a locality or has some other special significance.

A few general reference works will provide most of the basic items needed concerning a large number of institutions, including accredited professional schools. Those of greatest value in the opinion of the author are starred (*). Since most of the material in Section II is available at little or no cost, there are obvious advantages in supplementing general reference works with specialized lists.

Four years ago very few states published detailed information concerning the institutions within their boundaries. No doubt in part due to the stimulus of Public Law 346, the number now issuing such guidance material has markedly increased. Counselors and librarians will do well to check with their state departments of education concerning available information particularly in the area of vocational and trade schools.

I. Schools and Colleges

General Listing

American Baptist Convention, 152 Madison Avenue, New York 16, New York.

1. *Baptist Campus Directory: A Guide to Baptist-Related Schools, Colleges, Seminaries, Student Centers*. 2nd ed. The Board of Education and Publication of the Northern Baptist Convention in Co-operation with the Schools, 1950. 156 pp. Illus. \$1.00.

Contains two-page descriptions, illustrated, of the colleges, universities, junior colleges, preparatory schools and academies, theological seminaries, and training schools which contributed financially to the directory. Information on each varies but usually covers history; aims; description of the location and campus; courses offered; costs; religious life; student aid; and extracurricular activities. Of interest to Baptists chiefly.

2. *Educational Institutions Affiliated with the Board of Education of the American Baptist Convention*. 2 pp. Mimeo. Gratis.

A directory of academies, junior colleges, senior colleges and universities, school of nursing, seminaries, and training schools with information as to type and administrative officer. More inclusive than publication listed above.

- *3. *American Junior Colleges 1952*. Edited by Jesse P. Bogue. 3rd ed. Washington 6, D.C.: American Council on Education, 1785 Massachusetts Ave., N.W., 1952. x + 604 pp. \$7.50.

Describes 575 accredited junior colleges listed alphabetically within states. Exhibit of each college presents data on type, control, requirements for entrance and graduation, fees and tuition, housing, student aid, boarding students, sessions, enrolment, faculty, finances, curricula, adult education programs, facilities, ROTC units, purpose, accreditation, history, library, foreign students, buildings and grounds, administrative officers, etc. The volume presents in tables the curricula offered by the colleges: preparatory and pre-professional; terminal or semi-professional—general cultural, agriculture, architecture, art, auto mechanics, aviation, building trades, business, drafting, electronics, engineering, forestry, home economics, journalism, librarianship, metal work, music, nursing, physical education, refrigeration, teaching, woodworking and others. Gives the most complete information available concerning the colleges listed. An indispensable reference work in the field of higher education.

- *4. *American Universities and Colleges 1952*. Edited by Mary Irwin. 6th ed. Washington 6, D.C.: American Council on Education, 1785 Massachusetts Ave., 1952. xi + 1105 pp. \$10.00.

Gives detailed information on 904 accredited institutions of higher education arranged alphabetically within states and data on 1812 professional schools in the following fields: agriculture, architecture, Bible, business administration, dentistry, education, engineering, forestry, home economics, journalism, law, library science, medicine, music, nursing education, osteopathy, pharmacy, social work, speech, theology, and veterinary medicine.

Institutional exhibits present data on history, control, requirements for admission and for degrees, tuition and other fees, departments and staff classified by subject field, recent educational developments, enrolment, library, living accommodations, student aid, finances, degrees conferred, buildings and grounds, foreign students, faculty, administrative officers, etc. For accredited professional schools which are units of colleges or universities admission and degree requirements stated. Authoritative and indispensable in the field of higher education.

5. *Association of University Evening Colleges, Member Institutions 1952-53*. New York 10.: Distr. by Robert A. Love, Director, Evening and Extension Division, The City College, 17 Lexington Ave. 6 pp. Gratis.

A directory of members with name of dean or director of evening college.

6. *Catholic Colleges of the United States of America at the Middle of the 20th Century*, by James F. Whelan, S. J. New Orleans 18, La. Distr. by Loyola University Bookstore, 1952. 151 pp. Mimeo. 40 cents.

A study of 175 Catholic colleges in the United States. Information on individual institutions includes enrolment by sex, number of non-Catholic students and religious order owning the college. Bulk of volume devoted to the teaching of religion. Of interest primarily to Catholic clergymen and counselors in Catholic high schools.

7. *The College Blue Book*. Edited and published by Christian E. Burckel. 7th ed. Yonkers-on-Hudson, N. Y. 1952. Approx. 250 pp. \$8.00.

Lists approximately 5000 institutions of higher education in the world alphabetically by state, province, or country. The new format of this edition provides information concerning any given institution in a single line across two facing pages. Data on institutions in the United States include the following: date of founding, type, control, number of faculty members, certificates and/or degrees offered, enrolment, living accommodations, finances, buildings and grounds, fees and expenses, admission and degree requirements, eligible top per cent of class, scholarships, military departments, etc. Schools are classified by religious affiliations, ethnic attendance, accreditation; also by the following curricula: agriculture, architecture, chiropractic, commerce, dentistry, education, engineering (by specialized fields), fine arts, forestry, fuel technology, government, graduate schools, home economics, journalism, law, library science, medicine, mining, mortuary science, music, naval architecture, nursing, optometry, osteopathy, pharmacy, social work, technology, theology, veterinary medicine, and others. Information concerning foreign institutions is less detailed but usually includes, type, date founded, student capacity, enrolment by sex, and accreditation. A feature of the volume is its 36-page atlas showing locations of institutions.

8. *The College Handbook*. Edited by William C. Fels. New York 27: College Entrance Examination Board, 425 West 117th St., 1951. 292 pp. \$1.00.

Lists statements provided by the 134 member colleges of the Board, arranged alphabetically, with information as to type, control, purpose, buildings and campus, programs of study, admission requirements, expenses, scholarships and other aid, the freshman year, enrolment, etc. There is a chapter on scholarship programs and a table showing ROTC units in member colleges. Useful within its limited scope.

9. *Directory, Jesuit Educational Association 1951-52*. New York 28: The Assn. 49 East 84th St. 36 pp. 35 cents.

Colleges, universities with their schools and colleges, and high schools listed alphabetically with information as to boarding facilities and administrative officers. Tables present enrolment statistics for colleges, universities and high schools. A map shows location of Jesuit colleges, universities and high schools. Also listed are tertianships, theologates and philosophates, novitiates and juniorates, School for Delayed Vocation, residences for Jesuit students, and American Jesuit Mission (foreign) high schools and colleges. There is a classified list of schools and divisions of the colleges and universities.

10. *Directory of Catholic Colleges and Schools in the United States*. Washington 5, D.C.: Department of Education, National Catholic Welfare Conference, 1312 Massachusetts Ave., 1952. 151 pp. \$3.00.

Information on colleges, junior colleges, and universities with their schools and colleges includes date of founding, type, accreditation, curricula and degrees offered. For teachers colleges and training schools data include affiliation, founding date, departments, any restrictions on enrolment of lay students, degrees and/or certificates granted. Major and minor seminaries, high schools, academies, boarding and special schools also listed. The most complete reference work on Catholic institutions in the United States.

11. *Earned Degrees Conferred by Higher Educational Institutions 1950-51*, by Robert C. Story. Washington 25, D.C.: FSA, Office of Education, Circular 333, Feb. 1952. U.S. Government Printing Office. 121 pp. 60 cents.

Tables present data on number and level of degrees conferred in approximately 70 curricula by individual institutions. Indicative of size and importance of specific departments of colleges and universities. Published annually.

- *12. *Education Directory 1951-52, Part 3, Higher Education*. Prepared by Theresa Wilkins. Washington 25, D.C.: FSA, Office of Education. U.S. Government Printing Office, 1951. 184 pp. 45 cents.

A directory of junior colleges, technical and normal schools, colleges, universities, and professional schools meeting certain criteria. Listed alphabetically within states with information on accreditation, control, type, academic level, type of program, enrolment, and administrative officers. Published annually. A basic reference work in higher education.

13. *Education for Professional Careers 1951-52: A Selected Group of Schools and Colleges*, by Marguerite Tuttle. 5th ed. New York 36.: The Author, 28 West 44th St. 104 pp. Illus. \$1.50.

Tables present data on the 44 selected institutions: type; enrolment; length of course; a check list of 31 professional fields; and certificate, diploma, or degree offered. Two-page illustrated exhibits of each school provide information on date established, aims, the director, specific courses offered, spare time and summer classes, tuition, admission requirements, individual instruction, accreditation, certification, faculty, enrolment, equipment, build-

ing, and calendar. There is also an index to subjects offered by the schools. Authoritative but limited in scope. Financed cooperatively by participating schools. Published every two years.

14. *The Educational Register* 1952. 12th annual ed. Boston 16: Vincent-Curtis, 220 Clarendon St. 116 pp. Illus. Gratis.

Contains illustrated descriptive announcements (paid for by schools) of selected independent schools, junior colleges and camps, most of which are in the East. Information varies as to items covered but usually includes, academic level or age group served, type, enrolment, faculty, tuition fee, special features of program or life, accreditation, and administrative officer. An index classifies the institutions by type and age group. Articles on educational programs, problems, etc., contribute to the value of the publication.

15. *Going to a Lutheran College*. Edited by Gould Wickey. 3rd ed. Washington 6, D.C.: The Board of Education of The United Lutheran Church in America, 736 Jackson Place, N.W., 1951. 48 pp. Illus. Gratis.

Three pages, including illustrations, devoted to each of the 14 colleges of The United Lutheran Church, present the following data: date of founding; description of location; grounds, buildings, and equipment; the library; type; enrolment; accreditation; finances; faculty; housing; student expenses; student aid; student life; aims; curricula offered; entrance requirements; guidance, placement and health services; and extracurricular activities. Primarily of interest to Lutherans. Excellent within its scope.

16. *Going to College Handbook*. Richmond, Va.: Outlook Publications, One North Sixth St. Vol. 6, 1951-52. 55 pp. Illus; Vol. 7, 1952-53. 56 pp. Illus. Each volume 50 cents.

Each volume contains a directory of junior colleges, colleges, theological seminaries, and schools for lay workers related to the several Presbyterian Churches—Associate, Reformed, Cumberland, United, U.S., and U.S.A.—with information as to enrolment and administrator. Volume 7 lists, in addition, the colleges and seminaries of the Reformed Church in America. Short articles in each volume, not duplicated, present special features, changes, recent developments, etc. There is also a selected list of scholarships and fellowships in each volume. Carries college advertising.

17. *Good Housekeeping Annual Report on Small Colleges* 1952. Under the supervision of James W. Hampton. New York: Good Housekeeping Bulletin Service, 57th St. and Eighth Ave. 11 pp. 10 cents.

Recommends 125 colleges having enrolments of 1200 or less and maximum expenses for board, room, and tuition of \$1300. Selected on basis of financial stability, faculty, adequacy of library facilities, and percentage of students continuing with graduate work. A directory of the colleges includes information on type, enrolment, and expenses. Items such as student aid, curricula in special fields—nursing, engineering, speech, drama, geology, etc.—extracurricular activities, special features of the program, new developments, etc., are covered in descriptive paragraphs.

18. *A Guide to Junior Colleges 1952-53*, by Marguerite Tuttle. 2nd ed. New York 36: The Author, 28 West 44th St. 56 pp. Illus. \$1.50.

The two pages, including illustration, devoted to each of the 22 selected colleges—principally in the East—give information as to the location, the administrative officer, founding, aims, courses, expenses, admission requirements, accreditation, certification, enrolment, equipment, buildings, and activities. Tables present comparative data for the colleges on type, enrolment, tuition, control or affiliation, and curricula, including terminal courses offered. The alphabetical index of subjects offered by the colleges is helpful. Financed cooperatively by participating colleges. Published every two years. Colleges visited personally by Miss Tuttle or a member of her staff. Excellent within its limited scope.

- *19. *The Handbook of Private Schools 1951-52*, by F. Porter Sargent. 33rd ed. Boston 8: Porter Sargent, 11 Beacon St., 1952. 992 pp. Illus. \$8.00.

Lists approximately 3200 schools, including schools abroad which accept American students: primary, secondary, specialized, boarding, and day schools, and a few junior colleges. For some 1200 "leading" private schools critical descriptive accounts, arranged geographically by states and alphabetically within towns and cities, present information as to the location, ages of students enrolled, date established, type, name of administrator with degrees and colleges, enrolment—day, boarding, academic level, principal curricula, faculty, tuition and other expenses, control, special features, and editorial comment. Approximately 2000 other schools are listed with information as to type, ages of students enrolled, control, enrolment, tuition, etc. Schools are also classified by type, special, professional and vocational training offered—art, music, dramatic art, dance, business and commercial, secretarial, journalism, merchandising, etc. The volume also lists members of school associations, including accrediting associations—a new feature. Approximately 160 pages of illustrated announcements (advertising) of schools. Best known for its comprehensive coverage of private elementary and secondary schools. The next edition to be published in 1953.

20. *Jewish Education Register and Directory 1951*. Edited by Julian Pilch. New York 19: American Association for Jewish Education, 1776 Broadway. 122 pp. \$3.00.

A directory of Jewish schools in the U. S. and Canada, listed alphabetically by states and cities (Canada, by cities): full-time schools with academic level indicated; institutions of higher Jewish learning with information on date organized, departments, enrolment, purpose, and administrative officers; religious schools with information as to number of teachers and time of sessions. Also a list of summer camps with Jewish educational programs. New edition scheduled for late 1952. Most comprehensive information on Jewish education available.

21. *Junior College Directory 1952*, by C. C. Colvert and H. F. Bright. Washington 6, D.C.: American Association of Junior Colleges, 1785 Massachusetts Ave., N.W. 1952. 46 pp. \$1.00.

Junior colleges, accredited and unaccredited, in the United States, its territories, and other countries listed alphabetically within states or countries with information on control, administrative head, accreditation, type, date organized as junior college, enrolment by classes, and number of faculty members. There are directories of junior college organizations and societies, and an alphabetical index of colleges. A handy reference for the latest available information on junior colleges. Published annually.

- *22. *Lovejoy's College Guide*, by Clarence E. Lovejoy. Rev. ed. Published by Simon and Schuster, New York, 1952. Distr. by Lovejoy College Guidance Office, 1475 Broadway, New York 36. 240 pp. Pa. \$1.95; Cloth \$2.95.

Lists 2049 institutions alphabetically within states—junior colleges, technical institutes, and senior degree-conferring colleges, universities and professional schools. A new section, "Career Curricula—Guidance and Clues" gives a breakdown of unique specialties, e.g. herpetology, museology, plastics, tanning, textiles, and others in addition to the professions, with information as to the institutions at which training is available. Information on colleges, junior colleges and universities covers such items as type, enrolment, accreditation, entrance requirements, control, founding, major characteristics, library, faculty-student ratio, tuition and other expenses, living accommodations, fraternities and sororities, student aid, degrees offered, athletic programs, major curricula, special features of program, guidance and placement services, ROTC, etc. To be revised biennially. A "must" for guidance officers, the book should be available to every high school student.

23. *Opportunities in Inter-racial Colleges*, by Richard L. Plaut. 1st ed. New York 26: National Scholarship Service and Fund for Negro Students, 31 West 110th St., 1951. 240 pp. \$3.75.

Lists inter-racial (non-segregated) colleges alphabetically by states with information on city population; control; enrolment; general description; applications; general admissions policy and requirements; programs of study; expenses; financial aid; including scholarships; type; housing; attitude toward admission of qualified Negro students; and student organizations. Charts present data on tuition, room and board, enrolment, number of scholarships, degrees offered, ROTC, type, and city population for state and municipal universities and colleges. There is also information on scholarships from non-college sources. Valuable in counseling Negro students.

24. *Patterson's American Educational Directory 1952*. Wilmette, Ill.: Educational Directories, 1124 Greenleaf Ave., 1952. 834 pp. \$10.00.

Public and private schools and institutions of higher education are listed by states and cities with information as to type, control, date established, principal curricula, and administrative officers. In the classified section, the most valuable feature of the volume for most counselors, institutions are listed under 46 different categories. In addition to professional schools and curricula customarily offered by colleges and universities are the following: Chiropody, embalming and mortuary science, fashion art, schools for handicapped, home

study and correspondence schools, military schools, photography, technical and trade schools, and others. Published annually.

25. *Private Independent Schools 1952: The American Private Schools for Boys and Girls*. 5th ed. Edited and published by James E. Bunting, Wallingford, Conn.: The Publisher, 12 North Main St. 1952. 586 pp. Illus. \$5.00.

The two to four-page descriptive articles for 133 schools, which subscribed for the space, are based on questionnaires, catalogs, reports, student publications, etc. Information on the schools, listed alphabetically, includes items such as: history, founding, control, type, finances, accreditation, teaching of religion, the administrator, number of living graduates, the community, buildings and equipment, number of faculty and staff, enrolment—boarding and day, academic level, higher institutions entered by previous year's graduates, admission and cost, scholarships, academic instruction and daily schedule, and activities. Precisely the sort of information parents want. In addition there are free listings of 706 other private schools arranged alphabetically within states with data on founding, type, enrolment, academic program, tuition and boarding fees, special features, etc. A few junior colleges included. An alphabetical index of schools is also provided. An important contribution to private school information.

26. *Sargent Guide to Private Junior Colleges and Specialized Schools and Colleges 1952*. 1st ed. Boston 8: Porter Sargent, 11 Beacon St., 1952. 250 pp. Illus. Paper \$1.10; Cloth \$2.20.

Another Sargent "Guide" organized in the familiar pattern. Institutions are listed geographically by states and alphabetically within cities and towns. For some 800 institutions information is supplied on control, curricula, enrolment, faculty, tuition, etc. For the more than 100 "leading" junior colleges and preparatory schools with post-graduate departments, the approximately 130 of the "more important representative" senior colleges and specialized schools granting degrees, and the more than 130 "leading" nondegree-granting specialized schools there is additional information on special features, developments, etc. In the supplementary classified list several hundred other junior colleges, senior colleges, and specialized schools are also included. Among the classifications are schools of art, the dance, music, photography, dressmaking and millinery, theatre, radio, and television, technical, aviation, printing, languages, medical and laboratory techniques, business, etc. Approximately 30 pages of illustrated announcements (advertising) of schools and colleges. Comparative tables of data on the "leading" junior colleges include degrees offered, a check list of preparatory and terminal curricula offered, and membership in accrediting organizations. A handy reference work in higher education.

27. *You Are Invited*. Nashville 2, Tenn.: Division of Educational Institutions, The Board of Education, The Methodist Church, 810 Broadway. 12 pp. Map. Gratis.

A touring guide, with map showing locations of the 123 schools, colleges and universities of the Methodist Church. Institutions are listed alphabetically.

cally by states with information as to highways serving the community, academic program, type, enrolment, special points of interest on or near the campus, and features of the college program.

Periodicals

28. *Higher Education*. A semi-monthly publication of the FSA, Office of Education, Higher Education Division. Washington 25, D.C. \$1.00 per year.

Contains excellent factual material on phases of higher education—curricula, new courses, recent developments, reviews of important publications, etc. List of "New Publications"—Government and Non-government, a regular feature.

29. *Lovejoy's College Guidance Digest*. A monthly bulletin supplementary to his *College Guide*. Clarence E. Loyejoy, editor and publisher, 1475 Broadway, New York 36. \$10.00 per year, individual subscription; quantity rates.

Devoted to college news: changes in admissions requirements; new institutions, degrees, scholarships, curricula; changes in accreditation; new ROTC units, etc. Subscribers entitled, free of charge, to request special research in guidance problems. Indispensable for those who need to keep up to date on higher education.

II. Schools and Colleges for Specialized Training* (Including Correspondence Schools)

Many of the items in this section were published by accrediting agencies or by professional associations concerned with the educational standards and curricula of the schools in their respective fields. Publications which list specialized schools have multiplied with the increasing interest in vocational guidance. In instances where an identical list was published in a vocational monograph and by a professional association, preference has been given to the latter as space does not permit a comprehensive listing of all such publications. Many of the lists in the following pages are duplicated in certain of the general reference works in Section I. For information on specialized schools within a specific area, see Section III.

Advertising, Marketing, Public Relations, and Retailing

Advertising, Marketing, Public Relations

30. *Directory of Advertising, Marketing and Public Relations Education in the United States*. Prepared under the direction of Donald W.

**Careers Research Monographs*, published by Institute for Research, 537 South Dearborn St., Chicago 5. Certain of these vocational surveys contain listings of institutions where training may be secured in various vocational fields. Information will be gladly supplied on request by the Institute.

Davis. New York 18: Bureau of Research and Education, Advertising Federation of America, 330 West 42nd St., 1951. 68 pp. \$3.50.

Lists "degree-credit" courses in advertising, marketing, selling, retailing, public relations and allied subjects offered by 819 institutions, arranged alphabetically within states, with titles of courses and credit value. Also included is a list of courses in advertising and distribution offered by university extension correspondence courses and in private home study schools. There is also a partial list of courses offered by advertising clubs.

31. *Opportunities in Public Relations*, by Edward Henkin. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1951. 112 pp. \$1.00.

Lists colleges and universities which offer courses in public relations; also gives general information on educational preparation and costs.

Retailing

32. *Directory of Colleges with Specializations in Retailing*. New York 3: American Collegiate Retailing Association, 24 Waverly Place, 1952. 19 pp. Gratis.

Lists 56 institutions with information as to number of students majoring in retailing—undergraduate and graduate, day, evening, and cooperative; number of full-time retailing staff; and year program was set up. For the eleven members of the Association, there are data on degrees and courses offered, staff, cooperative program, financial aid from merchants, if any; enrolment; tuition, graduates, etc. Excluded are junior colleges and institutes offering retailing programs and colleges having no distinct retailing major.

Architecture (See end of Bibliography for additional listing)

33. *Association of Collegiate Schools of Architecture: Member Schools as of October 15, 1951*. Columbus 10, Ohio: Secretary, Elliot L. Whitaker, Ohio State University School of Architecture and Landscape Architecture. Unpaged. Gratis.

A directory of 56 members and 13 non-member schools and departments of architecture of colleges, universities in the United States and Canada with name of dean or department head. New list in preparation.

34. *1951-52 List of Accredited Schools of Architecture*. Issued by the National Architectural Accrediting Board. Office of the Secretary, 77 Massachusetts Ave., Cambridge 39, Mass. One page. Gratis.

A directory of 38 schools with the degrees which they confer upon completion of professional curricula. Revised annually.

Aviation (See also Engineering and Technical Schools)

U. S. Civil Aeronautics Administration, Department of Commerce, Washington 25, D.C., distributor of the following publications.

35. *Certificated Mechanic Schools*. March 1, 1952. 15 pp. Mimeo. Gratis.

Lists alphabetically within CAA regions certificated aircraft and aircraft mechanic schools with rating; also gives information as to where approved training courses for aircraft dispatchers, flight navigators and flight radio operators are available.

36. *Colleges and Universities Offering Courses in Jet and Rocket Propulsion*. September, 1948. One page. Mimeo. Gratis.
A directory of 17 institutions.

37. *Colleges Offering Programs of Study in Aeronautical Engineering, Aeronautical Administration and Aviation Service*. Aviation Training Staff. September, 1948. 7 pp. Gratis.

A directory of institutions offering curricula in aeronautical engineering, aviation maintenance and operation, airport management, aeronautical administration, and airline management with information as to length of course.

38. *A Survey of Collegiate Courses in Aviation and Related Fields*. Prepared by the American Council on Education for and with the cooperation of the CAA. Aviation Education Division. October, 1948. 61 pp. Gratis.

Lists alphabetically within states 331 institutions of higher education which offer one or more courses in aviation and courses offered by each. New edition in preparation.

Business, Business Administration, and Secretarial Training (See also Advertising, etc., and Insurance)

39. *American Association of Collegiate Schools of Business: Members, Officers, Executive Committee, and Standards Committee 1952-1953*. St. Louis 5, Mo.: Station No. 24, C. E. Gilliland, Jr., Exec. Sec., 101 North Skinker Road, 1952. 6 pp. Gratis.

The list of members shows date from which membership has been maintained.

40. *American Association of Commercial Colleges Membership List, 1952*. Burlington, Iowa. Published in *The Compass*, Feb. 1952. G. W. Woodward, Exec. Sec., 220 North Main St. 2 pp. Gratis.

A directory of member colleges listed alphabetically within states or foreign country. Membership equivalent to accreditation.

41. *Directory of Business Schools in the United States*. Inspected and approved by the National Association and Council of Business Schools. Washington 5, D.C.: The Council, 601 Thirteenth St., N.W., 1952. 20 pp. Single copies free.

Schools listed alphabetically within states with information as to date of founding, student capacity and approved courses offered.

Correspondence Schools

42. *Directory of Accredited Private Home Study Schools 1952*. Washington 9, D.C.: The National Home Study Council, 2601 Sixteenth St., N. W. 4 pp. 3-cent stamp.

A directory of 40 home study schools with subjects offered and in certain instances the number of courses in each field available.

43. *Home Study Blue Book and Directory of Accredited Home Study Schools and Courses 1952*. Compiled by J. S. Noffsinger. 16th ed. Washington 9, D.C.: The National Home Study Council, 2601 Sixteenth St., N.W. 32 pp. Gratis.

In addition to a directory of 40 private correspondence schools accredited by the Council, there is an alphabetical list of courses offered by the schools.

Dentistry

American Dental Association, 222 East Superior St., Chicago 11.

44. *Accredited Dental Schools*. 1952. 6 pp. Mimeo. Single copies free.

Lists schools approved or provisionally approved by the Council on Dental Education as of June 1952, with information as to approximate size of freshman class.

45. *Dental Students' Register—1951-52*. Unpaged. Single copies free.

Contains directory of dental schools with information as to enrolment, 1951, by classes and sex; also enrolment in curricula for dental hygienists, dental laboratory technicians, and dental assistants. Tables show pre-dental college training of undergraduates and graduates, 1951; admission dates for freshman classes and graduation dates. Listed separately are schools which train dental hygienists, laboratory technicians and assistants with information as to admission requirements, length of course, and degree or certificate offered.

Drama (See also Motion Pictures)

46. *Directory of American Colleges and Universities Offering Degrees in Theatre*, by Edwin B. Pettet. Stanford, Calif. Published in *Educational Theatre*, October, 1951. pp. 258-265. American Theatre Educational Association, care of Speech and Drama Department, Stanford University.

Lists 405 colleges and universities alphabetically within states with information as to degrees granted and department in which degree is offered.

47. *Opportunities in Acting*, by Frank Vreeland. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1951. 128 pp. \$1.00.

Lists colleges and universities, alphabetically within states, which offer degrees in speech and the dramatic arts. There is also a list of Little Theatres and a chapter on "How to Learn Acting."

Education and Guidance (See also Health Education, Safety, and No. 83.)

48. *The American Association of Colleges for Teacher Education Membership List*. Effective March, 1952 to March, 1953. Oneonta, N.Y.: Assoc. Sec. Edward C. Pomeroy. 11 Elm St. 11 pp. Gratis.

Institutions listed alphabetically within states with name of the AACTE representative of the school, college, department, or university accredited for teacher education by the Association.

49. *Guidance Workers' Preparation: A Directory of the Guidance Offerings of Colleges and Universities*, by Clifford P. Froehlich and Helen E. Spivey. Washington 25, D.C.: FSA, Office of Education, Misc. 3333, 1949. 45 pp. Gratis.

Lists colleges and universities alphabetically within states which offer guidance courses in one or more of the twelve areas of counselor preparation; those offering Master's and/or Doctor's degrees indicated.

50. *Opportunities in Vocational Guidance*, by Sarah Splaver. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St. 1949. 104 pp. \$1.00.

Lists alphabetically within states colleges offering degrees—Bachelor's, Master's, Doctor's—with majors in guidance.

Engineering and Technical Schools (See also Aviation, Public Health, Radio and Television)

51. *Accredited Undergraduate Engineering Curricula in the United States 1951 and Accredited Technical Institute Programs 1951*. New York 18: Engineers' Council for Professional Development. 29 West 39th St. 20 pp. 25 cents.

Lists institutions alphabetically with their accredited undergraduate curricula and year of accreditation. Curricula are listed alphabetically with institutions which offer them, degree courses being designated. Accredited programs of technical institute type, e.g., air conditioning, building construction, electrical construction, electronics, radio, television, etc., are listed with information as to courses offered, length of course, and certificate or diploma awarded.

52. *College Courses in Railroad Subjects*. Compiled by the Association of American Railroads, 4th ed. Washington 6, D.C.: The Assn., Transportation Building, 1951. 32 pp. Illus. Gratis.

Contains geographical list of colleges and universities offering courses in engineering, transportation and traffic management with special reference to the railroad field. Information includes courses offered—degree, non-degree, evening, home study, and co-operative work-study; also an alphabetical list of institutions.

53. *Directory of Technical Institutes*. Approved by the National Council

of Technical Schools. Washington 9, D.C.: The Council, 2601 Sixteenth St., N.W., 1951. 4 pp. 3-cent stamp.

A directory of 20 approved technical institutes and their courses of instruction.

54. *Engineering Enrollments and Degrees, 1951*, by Robert C. Story and Henry H. Armsby. Washington 25, D.C.: FSA, Office of Education, 1952. Circular No. 338. 19 pp. Mimeo. Gratis.

Institutions listed alphabetically by states with information as to enrolment and degrees awarded. Twenty engineering curricula listed with institutions at which available, enrolment, and degrees offered.

55. *Opportunities in the Petroleum Industry*, by Gene Patrick. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1952. 95 pp. \$1.00.

Contains a list of institutions which offer courses in petroleum engineering. Gives general information on educational requirements.

56. *A Survey of Cooperative Engineering Education*, by Henry H. Armsby. Washington 25, D.C.: FSA, Office of Education, Bulletin 1949, No. 15. U. S. Government Printing Office, 1950. 66 pp. 25 cents.

Lists institutions alphabetically with degree and non-degree curricula offered in engineering and non-engineering fields in co-operative education programs as of 1948-49.

Forestry

57. *Schools of Forestry Accredited by the Society of American Foresters*. Washington 6, D.C.: The Society, 825 Mills Bldg., 17th St. and Pennsylvania Ave., N.W., 1952. One page. Gratis.

A directory of accredited schools of forestry.

Health Education, Physical Education, and Recreation

58. *Institutions Offering Professional Education in Health Education, Physical Education, Recreation*. Compiled by Frank S. Stafford and Stella T. Sebern. Washington 25, D.C.: FSA, Office of Education, 1949. 19 pp. Mimeo. Gratis.

Lists institutions alphabetically by state indicating those which offer majors in health and physical education; physical education, only; health education, only; recreation, only. Separate lists of institutions which offer Master's and Doctor's degrees in these fields.

Home Economics

59. *Home Economics in Degree-Granting Institutions, 1949-50*. Washington 25, D.C.: FSA, Office of Education, Misc. 2557-Rev. 1950. 7 pp. + Tables. Mimeo. Gratis.

Colleges and universities listed alphabetically within states with information as to organization and administration; enrolment—majors, non-majors, graduate majors; faculty, degrees awarded in 1948-49; credits in subject required for degree; vocations or professions for which undergraduate courses prepare, and home management house.

60. *Non-degree Home Economics Offerings in Higher Institutions, 1949-50*. Washington 25, D.C.: FSA, Office of Education, Misc. 3380, 1951. 8 pp. + Tables. Mimeo. Gratis.

Institutions listed alphabetically within states with information as to enrolment in home economics courses, faculty, number of courses taught, home economics areas offered, and occupations for which they prepare.

61. *Opportunities in Fashion*, by Alida Vreeland. New York 36: Vocational Guidance Manuals, 45 West 45th St., 1951. 112 pp. \$1.00.

Lists colleges, universities and art schools which offer courses in fashion design, illustration or both. Has chapter on "Educational Preparation."

62. *Opportunities in Interior Decoration*, by Suzanne Conn. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1951. 105 pp. \$1.00.

Lists alphabetically within states colleges and universities which offer one or more courses in interior decoration and design. Has a chapter on "Educational Requirements."

Insurance

63. *College and University Courses in Insurance and Related Subjects: A Survey*, by David McCahan and Morris Hamburg. Philadelphia 4, Pa. The S. S. Huebner Foundation for Insurance Education administered by the University of Pennsylvania, 1949. 51 pp. Single copies free.

Lists institutions which offer general or survey courses in insurance principles, risk and risk-bearing, life insurance and related fields, actuarial science and mathematics of life insurance, property and casualty insurance, etc., with information as to class hours of instruction, graduate and undergraduate; specialization in insurance; methods of instruction; and enrolment in courses. Most complete information on offerings in insurance available. Revision planned in 1954.

Journalism (See also Advertising)

64. *Accredited Schools and Departments of Journalism*. Approved July 1, 1952, by the American Council on Education for Journalism. Distr. by Norval Neil Luxon, *Cbmn.*, Accrediting Committee, Administration Bldg., Ohio State University, Columbus 10, Ohio. Unpaged. Gratis.

Lists 40 accredited schools and departments with their accredited sequences or curricula, e.g. advertising, radio journalism, etc.

65. *1952 Directory of The American Society of Journalism School Administrators*. Brookings, South Dakota: Sec.-Treas. George H. Phillips. South Dakota State College. 8 pp. Gratis.

The directory of 27 institutions presents data on date department or school was organized; name of department head; number of faculty members; journalism curricula offered; number of courses and semester hours; degrees in journalism offered; enrolment; number of graduates since organization of department; professional clubs or fraternities.

66. *Opportunities in Journalism*, by Elias E. Sugarman. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1951. 126 pp. \$1.00.

Contains a directory of colleges and universities offering degrees in journalism; accreditation by the American Association of Schools and Departments of Journalism indicated.

Labor

67. *Trends in University Programs for Labor Education, 1946-48*, by Caroline F. Ware. Reprint from *Industrial and Labor Relations Review*, Oct. 1949. Distr. by American Labor Education Service, 1776 Broadway, New York 19. pp. 54-69. Gratis.

Lists changes (1946-48) in labor education programs since publication of *Labor Education in Universities*, new programs since 1946 study, universities considering or planning programs, and those not listed in 1946 study. Should be used with *Labor Education in Universities*.

68. *Union Education Survey*. Directed by Mark Starr for the Fund for Adult Education, June-August, 1951. Reprint from *Labor and Nation*, Fall issue, 1951. Distr. by The Survey, 1776 Broadway, Room 1501, New York 19. 27 pp. Single copies free.

Describes programs of unions—nationwide, state, and independent labor bodies—and of universities. Specific information on course offerings for most of the universities and the independent labor programs. Information on others less detailed. Material not elsewhere available.

Latin America

69. *Courses on Latin America in Institutions of Higher Education in the United States 1948-49*. Compiled by Estellita Hart. Washington 6, D.C.: Division of Education, Department of Cultural Affairs, Pan American Union, 1949. lxxiii 291 pp. \$1.50.

Lists institutions alphabetically with information on courses offered as follows: title; name and rank of instructor; length of course; credit hours; brief description of contents; textbook and principal reference works used; language requirements; whether Spanish and Portuguese are offered; enrolment in course; majors for degrees; undergraduate and graduate. Also indexes of institutions by states, of instructors, and subjects of courses. Most comprehensive information available on offerings in this field.

70. *Survey of the Present Status of Latin American Studies in Institutions of Higher Education in the U. S.* Washington 6, D.C.: Pan American Union, 1952. 20 pp., vi, iv. Mimeo. Gratis.

Statements from 30 institutions as to purpose of Latin American courses, degrees granted, language requirements, curricula in Latin American area studies both undergraduate and graduate, etc. Also a list of other institutions offering Latin American area programs.

Law

71. *Law Schools and Bar Admission Requirements in the United States: 1951 Review of Legal Education.* Chicago 10: Section of Legal Education and Admission to the Bar of the American Bar Association, 1140 North Dearborn St., 27 pp. Gratis.

Lists approved and unapproved law schools with information as to enrolment, annual tuition, entrance requirements, faculty, numbers of years required to complete course—morning, afternoon, and evening classes. Tabulates minimum requirements for admission to legal practice in each state.

Library Science

American Library Association, 50 East Huron St., Chicago 11.

72. *Accredited Library Schools.* 1952. 2 pp. Mimeo. Gratis.

Lists accredited library schools with information concerning general admission requirements, scope of curricula, etc.

73. *Training for Library Work.* 1951. 6 pp. Mimeo. Gratis.

Indicates fields of specialization for which schools offer training.

Medicine and Allied Fields, Including Public Health (See also Osteopathy and Pharmacy)

Medical Record Librarians

74. *Approved Schools for Medical Record Librarians.* Rev. to May 10, 1952. Chicago 10: Council on Medical Education and Hospitals of the American Medical Association, 533 North Dearborn St. 2 pp. Gratis.

Lists schools with information as to college affiliation, director, entrance requirements, length of course, date classes begin, maximum enrolment, and tuition fee.

Medicine (See also Nos. 87, 88)

75. *Admission Requirements of American Medical Colleges 1951*, by John Stalnaker and Jan Eindhoven. *Student edition.* Chicago 1: Association of American Medical Colleges, 185 North Wabash Ave., 90 pp. \$1.00.

The 80 medical colleges are listed alphabetically with information as to restrictions on admission, if any; college courses and semester hours in each, required and recommended. Other items covered include years of college required for entrance; number of freshmen to be admitted 1951-52; tuition and required fees; Medical College Admission Test; closing date for applications; per cent of women in next class; total enrolment, etc.

76. *Choice of a Medical School*. Chicago 10: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St., 1952. 16 pp. Gratis.

Lists schools with name of chief executive as follows: approved medical schools in the United States and Canada; approved schools of the basic medical services in the U. S. and Canada; list of foreign medical schools whose graduates may be considered on the same basis as those of the approved medical schools.

77. *Medical Education in the United States and Canada 1950-51*. Part I, 51st Annual Report on Medical Education in the United States and Canada (bound with Part II—Proceedings). Chicago 10. Reprint from the *Journal of the American Medical Association*, Sept. 8, 1951. The Association, 535 North Dearborn St., pp. 131-169 + 63. 50 cents.

Lists alphabetically within states or provinces approved medical schools with information as to number of years pre-medical college work required; enrolment 1950-51; graduates 1950-51. A descriptive paragraph for each school covers items such as date established, history, enrolment, minimum entrance requirements, tuition fee, type, and requirements as to internship. There are also statistics on the number of women and of Negro students enrolled and a list of foreign medical schools whose graduates may be considered on the same basis as those of the approved medical schools. Published annually.

Nursing (See also Nos. 87, 89)

78. *Approved Schools of Practical Nursing July, 1951*. New York 21: National Association for Practical Nurse Education, 654 Madison Ave. Unpagged leaflet. 7 cents.

A directory of schools of practical nursing accredited by the National Association for Practical Nurse Education.

79. *Basic Nursing Education Programs Approved by National Nursing Accrediting Service 1952*. New York 16: Committee on Careers in Nursing, Two Park Ave. 2 pp. Gratis.

Lists schools alphabetically within states with information as to diploma or degree courses, and indicates those which prepare students for first level positions in public health.

80. *Schools of Nursing in the United States 1950*. New York 16: Committee on Careers in Nursing, Two Park Ave. 47 pp. 10 cents.

Lists alphabetically within states nationally accredited schools of nursing. Code indicates those which offer diploma and/or degree programs, those which admit men, men exclusively, Negroes, or Negroes exclusively. Preceding each state list is general information as to age and marital status limitations, and academic requirements.

Technicians

81. *Approved Schools for Medical Technologists*. Rev. to May 10, 1952. Chicago 10: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 10 pp. Gratis.

Lists schools alphabetically within states with information as to college affiliation, pathologist in charge, minimum pre-requisite of college, length of training, maximum enrolment, date classes begin, and tuition fee.

82. *Approved Schools for X-Ray Technicians*. Rev. to May 10, 1952. Chicago 10: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St., 6 pp. Gratis.

Schools listed alphabetically within states with information as to radiologist in charge, entrance requirements, length of course, maximum enrolment, date classes begin, and tuition fee.

Therapy

83. *Careers in Service to the Handicapped*: Information for vocational guidance specialists on the professions of physical therapy, occupational therapy, speech and hearing therapy and special education. Chicago 3: Distr. by The National Society for Crippled Children and Adults, Inc., 11 South LaSalle St., 1952. 53 pp. Illus. 50 cents.

Lists schools of occupational and physical therapy approved by the American Medical Association; colleges and universities offering a curriculum in one or more areas of special education—blind, partially seeing, deaf, hard of hearing, speech defective, crippled, delicate, gifted, mentally deficient, emotionally or socially maladjusted; also a partial list of institutions which offer work leading to teacher certification in speech and hearing therapy. Best source of this information in a single publication.

84. *Approved Schools of Occupational Therapy*. Rev. to May 10, 1952. Chicago 10: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 3 pp. Gratis.

Lists 25 schools with information as to entrance requirements, length of course, date classes begin, tuition per year, graduates in 1951, certificate and/or degree offered.

85. *Approved Schools of Physical Therapy*. Rev. to May 10, 1952. Chicago 10: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 3 pp. Gratis.

Lists 31 schools with information as to entrance requirements, length of course, date classes begin, maximum enrolment, tuition fee, certificate and/or degree offered.

Public Health (See also Engineering and Technical Schools)

American Public Health Association, 1790 Broadway, New York 19.

86. *The Engineer in Public Health; The Sanitarian in Public Health*. 1949. 8 pp. Single copies free.

Lists institutions which offer undergraduate and/or graduate training in sanitary and public health engineering.

87. *Industrial Hygiene*. 1949. 12 pp. Single copies free.

Lists institutions which special training is available for the preparation of industrial physicians, industrial nurses, industrial hygiene engineers and industrial hygiene chemists.

88. *Institutions Accredited by the American Public Health Association for the Academic Year 1951-52*. Reprinted from *American Journal of Public Health*, July, 1951. One page. Gratis.

A directory of institutions which offer the following degrees: Master of Public Health, Doctor of Public Health, and Master's degree in Public Health Education, other than the M.P.H.

89. *Public Health: A Career with a Future*. 1948. 19 pp. Illus. Gratis.

Lists institutions which offer degrees in public health; special training for the preparation of public health engineers and public health nurses; and a partial list of institutions offering graduate programs in nutrition as applied to public health.

Motion Pictures (See also Drama)

90. *Opportunities in Motion Pictures*, by Pincus W. Tell. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1949. 68 pp. \$1.00.

Lists colleges which teach motion picture arts and crafts—acting, cinematography, exhibition, film editing, production, projection, script writing, sound recording, and directing.

91. *Professional Training of Film Technicians*, by Jean Lods. UNESCO, Paris. 1951. Distr. by Columbia University Press, New York 27: 155 pp. \$1.00.

Descriptions of schools and institutes in France, India, Italy, Poland, Spain, U.S.A., U.S.S.R., Accra and the West Indies which offer training courses in the various film trades. Volume gives information as to address, entrance requirements, syllabuses, fees, curricula, extra-mural lectures, publications, libraries, and documentation services.

Music

92. *List of Members of the National Association of Schools of Music, January, 1952.* Memphis 12, Tenn: Distr. by Burnet C. Tuthill, Sec. of the Assn., Memphis College of Music, 1822 Overton Park Ave. 31 pp. Gratis.

Information concerning the 202 institutions, listed alphabetically, holding full or associate membership in the Association includes year school first elected to membership; control; degrees granted and special fields in which offered; classification—school, department, conservatory or independent organization. Membership equivalent to accreditation. Also an index of schools by states.

Optometry

93. *Monograph on Optometry*, 3rd. ed. rev. Pittsburgh 22, Pa.: Department of Public Information and the Council on Education and Professional Guidance, American Optometric Association, 707 Jenkins Bldg., 1950. 20 pp. Gratis.

Lists accredited colleges of optometry.

Osteopathy

94. *The Osteopathic Profession and Its Colleges*, by Lawrence W. Mills. Chicago 11: American Osteopathic Association, 212 East Ohio St., 1951. 24 pp. Illus. Gratis.

Data on the six approved colleges include a description of location, the enrolment, freshman capacity, length of course, college expenses, living costs, housing, and affiliated teaching hospital facilities.

Pharmacy

95. *Accredited Colleges of Pharmacy, July 1, 1952.* Chicago 2: American Council on Pharmaceutical Education, 77 West Washington St. One page. Gratis.

Lists colleges of pharmacy alphabetically within states with classification on basis of accredited status.

Photography

96. *Opportunities in Photography*, by Jacob Deschin. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1950. 112 pp. \$1.00.

Contains directory of institutions which offer courses in career photography: colleges and universities offering degrees in the subject and those giving courses in regular curricula; professional photography schools; technical schools; arts and craft schools; vocational high schools; and schools offering specialized training in one phase of photography. The chapter, "Learning Photography," presents general information on schools and costs.

Public Administration

97. *Educational Preparation for Public Administration*. Chicago 37: Public Administration Clearing House, 1313 East 60th St., 1952. Approx. 70 pp. \$1.50.

Lists 74 colleges and universities offering programs of graduate training for public administration including information on the types of public administration programs offered, the degrees granted, internship programs, graduate assistance available, and placement service.

Radio and Television (See also Engineering and Technical Schools)

98. *Commercial Radio Schools*. West Hartford 7, Conn.: The American Radio Relay League. One page. Gratis.

A typed list of schools, including some which give code instruction. The schools have been investigated by the American Radio Relay League. List revised periodically.

99. *Directory of College Courses in Radio and Television 1951-52*. Prepared by Gertrude G. Broderick. Washington 25, D.C.: Federal Radio Education Committee, Office of Education, FSA, 1952. 40 pp. Mimeo. Gratis.

Gives information on undergraduate and graduate curricula offered in more than 400 institutions, listed alphabetically within states, as to courses offered by each, name of director of radio instruction, and degrees offered.

ROTC

100. *Army Reserve Officers Training Corps Units and Supplementary List of Units to be Activated*. Washington 25, D.C.: Department of the Army, Office of the Executive for Reserve and ROTC Affairs, 1952. 27 pp + 1. Mimeo. Gratis.

Institutions listed alphabetically within states by "Armies" with information as to classification of institutions and ROTC units. Also lists Government-aided National Defense Act Schools.

101. *Reserve Officer Training Corps Programs in Institutions of Higher Education 1951*. Washington 25, D.C.: Distr. by National Security Resources Board. 12 pp. Mimeo. Gratis.

Institutions listed alphabetically within states with information as to enrolment and Training Corps Program(s)—Air Force, Navy, Army and type of Army unit.

Safety

102. *College and University Activities in Safety*. Report on a questionnaire survey. Washington 6, D.C.: National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., 1948. 74 pp. Mimeo. 25 cents.

Lists institutions alphabetically within states which report titles of or information about courses in safety. Information includes title of course, department in which offered, and name of administrative head. There is also a list of institutions reporting departments, divisions, or schools offering work in safety and of those doing extensive work in safety.

103. *Safety Courses for Teachers 1952*. A report of the Higher Education Committee of the National Safety Council. Chicago 11.: The Council, 425 North Michigan Ave. 25 pp. Mimeo. Gratis.

Information on courses includes instructor's name; department in which safety education is taught; term basis; for whom planned; credit and degree; and course content—general specific. Courses chiefly in driver education.

Science

104. *The Outlook for Women in Occupations Related in Science*. Washington 25, D.C.: U.S. Department of Labor. Bull. of the Women's Bureau No. 223-8. U. S. Government Printing Office, 1948. 33 pp. Illus. 15 cents.

Names institutions which offer courses in technical (medical, scientific and industrial) illustration.

Astronomy (See No. 107)

Geology, Geography and Meteorology (See also Engineering and Technical Schools)

105. *Departments of Geological Science in Educational Institutions of the U.S. and Canada*. Edited by Shepard W. Lowman. Washington 25, D.C.: American Geological Institute, 2101 Constitution Ave., N.W. Report No. 6. 1952. 173 pp. Mimeo. \$1.00.

Institutions listed as follows: Those with geological departments which grant degrees in geology and designation of courses of instruction and degree requirements; geological departments which do not grant degrees and some non-geological departments in which geology is taught; departments granting degrees in geological engineering and related curricula with information as to degree offered and requirements for major; departments granting B.S. in geo-physics and related curricula; those granting degrees in mining engineering, petroleum engineering and related subjects. Most comprehensive coverage of this information available.

106. *New Frontiers in Meteorology*, by Frances Ashley. Reprint from May-June, 1951, *Occupational Trends*, Bellman Publishing Company, Boston 16. Distr. by American Meteorological Society, 3 Joy Street, Boston 8. 6 pp. Illus. Gratis.

Lists colleges and universities where professional training in meteorology is available.

Physics and Astronomy

107. *The Outlook for Women in Physics and Astronomy*. Washington 25, D.C.: U.S. Department of Labor, Bull. of the Women's Bureau

No. 223-6. U.S. Government Printing Office, 1948. 32 pp. Illus. 15 cents.

Contains list of universities which offer the Ph.D. in astronomy.

Social Work

108. *Member Schools of the American Association of Schools of Social Work*. New York 16: Council on Social Work Education, One Park Ave., 1952. 6 pp. Gratis.

Lists accredited graduate schools of social work.

U.S. Department of Labor, Women's Bureau, *Social Work Series*. Washington 25, D.C.: U.S. Government Printing Office.

109. *The Outlook for Women in Social Case Work in a Medical Setting*. Bull. of the Women's Bureau, No. 235-1, 1950. 59 pp. Illus. 25 cents.

Lists schools of social work in the United States offering curricula in medical social work approved by the American Association of Medical Social Workers, July 1, 1949.

110. *The Outlook for Women in Social Case Work in a Psychiatric Setting*. Bull. of the Women's Bureau, No. 235-2, 1950. 60 pp. Illus. 25 cents.

Lists schools of social work in the United States offering curricula in psychiatric social work approved by the American Association of Psychiatric Workers, January, 1950.

111. *The Outlook for Women in Social Group Work*. Bull. of the Women's Bureau, No. 235-7, 1951. 41 pp. Illus. 20 cents.

Lists schools of social work in the United States which offer specialized programs in social group work approved by the American Association of Schools of Social Work.

112. *The Outlook for Women in Social Work: General Summary*. Bull. of the Women's Bureau, No. 235-8, 1952. 93 pp. Illus. 30 cents.

Contains a directory of schools of social work in the United States accredited by the American Association of Schools of Social Work, July, 1951, and a list of the member schools of the National Association of Schools of Social Administration, March, 1951.

Theology (See also Nos. 9, 10, 20)

113. *American Association of Theological Schools. The Eighteenth Biennial Meeting, June, 1952. Record of Proceedings*. Rochester 20, N.Y.: The Association, c/o Colgate-Rochester Divinity School.

Lists Protestant schools of theology indicating those which are accredited by the Association.

114. *Opportunities in Protestant Religious Vocations*, by John O. Nelson. New York 36: Vocational Guidance Manuals, Inc., 45 West 45th St., 1952. 128 pp. \$1.00.

Lists 107 major theological seminaries which are members of the American Association of Theological Schools, indicating the denominational control of each.

Trade and Vocational Schools

115. *Information Guide to Recommended Trade and Vocational Courses in the United States*. Compiled by James D. Mitchell; edited by Truman Cheney. Helena, Mont. State Department of Public Instruction, 1950. vii + 64 pp. Mimeo. Gratis.

Lists alphabetically selected trade and vocational courses offered in selected schools, arranged alphabetically by states (except those in Montana which are placed at the end of each category). Coded information on control, entrance requirements, length of course, type of training afforded, enrolment, openings in schools, beginning periods, housing, schools approved for Public Laws 16 and 346 in addition to miscellaneous data. Very valuable.

Printing

116. *Opportunities in the Printing Trades*, by Patrick Boughal. New York 36: Vocational Guidance Manuals, Inc. 45 West 45th St., 1951. 112 pp. \$1.00.

Lists alphabetically by states and cities schools offering printing and graphic arts courses. Has chapter on "Educational Preparation."

Veterinary Medicine

117. *Veterinary Medicine as a Career*. Chicago 5: American Veterinary Medical Association, 600 South Michigan Ave., 1951. 16 pp. Illus. Gratis.

Contains a directory of approved schools of veterinary medicine in the United States and Canada.

III. Schools and Colleges

Geographical Listings

The geographical listings have been extended to include foreign institutions. Student exchanges, the GI's overseas experience, and the "Junior Year Abroad" have stimulated interest in foreign study at the undergraduate as well as graduate level. Also the thousands of foreign students in attendance at American institutions underline the need of information concerning the educational institutions from which they come.

State department publications which contain mere directories of colleges and universities are not included unless they also list trade and semi-professional schools. Lists of institutions approved under Public Law 346 and/or 16, when received, were added to the bibliography.

As there is only one publication regional in scope, it is placed first. States follow in alphabetical order and publications limited to a metropolitan area appear under the appropriate state.

Regional

New England

118. *Summer Study in New England 1951*. Boston 16: Recreational Development Department, New England Council, Statler Bldg. 30 pp. Gratis.

Lists institutions which have summer sessions with information as to location, type, subjects offered, dates of sessions, fees, and name of director. Includes art, drama, music, dance, and special schools; colleges and universities; junior colleges and preparatory schools. Booklet a cooperative enterprise of institutions included.

State

Arkansas

119. *Educational Opportunities in Arkansas: A Counselor's Handbook*. Prepared by Occupational Information and Guidance Service. Little Rock: State Department of Education, 1949. 38 pp. Gratis.

Lists colleges in the State with information concerning control, curricula, accreditation, and degrees offered. Also lists schools approved for GI training: barber, beauty, business, laboratory and medical technology, law, ministerial, nursing, special, trade, and flight training. A bibliography gives other sources of school and college information.

California

120. *The California Association of Independent Schools 1951 Directory*. Claremont: The Association, 645 West 10th St. Unpaged. Gratis.

Information on the 32 endorsed and accredited schools for boys and girls includes organization, type, day or boarding, date founded, special features, and chief administrators.

121. *List of California Institutions Approved to Offer Training to Veterans under Public Law 346 as Amended, January, 1952*. Sacramento 14, Calif.: State Department of Education. 33 pp. Gratis. Supplement, June 30, 1952. 5 pp. Gratis.

Approved schools of California, other than public high schools, listed by classification: universities, colleges, junior colleges, private high schools,

hospitals, nursing schools, professional and semi-professional schools, vocational trade schools, and correspondence schools. Descriptive data for colleges, universities and junior colleges include major curricula and degrees offered and name of veterans' adviser. Particularly useful for its information on schools in the semi-professional and vocational trade schools.

Connecticut

Connecticut State Department of Education, State Office Building, Hartford:

122. *Educational Institutions Approved for Veterans' Education July 1, 1951*. 9 pp. Mimeo. Gratis.

A directory of accredited colleges, universities with their schools and colleges, junior colleges, licensed institutions including state vocational-technical schools, and schools offering training in the professions, semi-professions and other vocations.

123. *Opportunities in Higher Education in Connecticut*. Bull. 46, July, 1950. 21 pp. Gratis.

Describes approved degree-granting institutions giving information on type, control, accreditation, founding, history, calendar, admission and graduation requirements, fees and expenses, departments and staff, recent educational development, enrolment, degrees offered, library, publications, student aid, finances, administrative officers, and buildings and grounds. Excellent.

124. *Trade and Industrial Education in Connecticut 1951-52*. 55 pp. Illus. Gratis.

Contains directory of Connecticut vocational-technical schools and state-aided trade schools; also information on curricula in post-secondary and adult extension training; description of courses; statement as to entrance requirements.

Iowa

125. *A Guide for Counselors on Colleges and Universities of Iowa*. Compiled by Roland G. Ross. Des Moines 19: O.I.G.S. Bull. No. 17, Board for Vocational Education, State of Iowa. Unpagged. Mimeo. Gratis.

Data on institutions, presented in tables, include type, control or affiliation, accreditation, degrees offered, curricula, entrance requirements, tuition and other expenses, student aid; also guidance, health and placement services, ROTC, and teacher education with fields of specialization.

Maine

126. *Approved Schools for Veterans' Education under Public Law No. 346*. Augusta: State Board of Education, State House, 1951. 5 pp. Mimeo. Gratis.

Lists schools with information as to curricula offered: art, aviation, barbering, beauty culture, business, hand weaving, nursing, medical and X-ray techniques, law, music, preparatory, teacher education, theology, and trades; also Maritime Academy, colleges, university and junior colleges.

127. *Directory of State School Officers, Superintendents of Schools and Principals of Secondary Schools*. Augusta: Department of Education, State House, 1951. 31 pp. Gratis.

Contains directory of teacher-training institutions and academies with information as to organization, number of teachers, enrolment and the vocational courses offered.

Maryland

128. *Maryland Institutions of Higher Learning*. Approved by State Board of Education, June 1, 1950. Baltimore 1: State Department of Education. 4 pp. Gratis.

A directory of colleges, junior colleges, teachers colleges, separate professional schools, and universities with their schools and colleges. New edition in preparation.

129. *Maryland Nonpublic Academic Schools*. Approved by the State Superintendent of Schools, June 30, 1951. Baltimore 1: State Department of Education. 17 pp. Gratis.

Lists schools alphabetically (also by counties) with information as to organization, type, boarding or day.

Massachusetts

130. *Educational Opportunities of Greater Boston for Adults*. Catalog No. 30, 1952-53. Compiled by the Prospect Union Educational Exchange, Cambridge: The Exchange, 18 Brattle Street. 175 pp. \$1.50, including supplement on summer courses.

Four thousand specific courses are indexed with names of approved schools offering each. Information given as to tuition fee, length of course, and time of meeting. There is also a descriptive list of schools and teaching agencies with information as to fees, and diploma or degree granted, if any. Although designed for adults, the volume is helpful in directing young high school graduates who wish to continue their education.

Michigan

131. *If You're Going to College*. Lansing 2: Michigan Commission on College Accreditation, State Capitol, 1952. 43 pp. Gratis.

A list of colleges, including junior colleges and independent professional schools approved by the Michigan Commission on College Accreditation. A one-page description of each covers such items as: date of founding, type, control, classification, accreditation, degrees offered, requirements for Bachelor's degree, admission requirements, calendar, tuition and other expenses,

student aid, library, faculty, enrolment by sex, majors and pre-professional programs offered, buildings and grounds, names of administrative officers. A valuable reference work on Michigan institutions.

132. *Michigan Public and Non-Public Institutions of Higher Education*. Lansing 2, Mich.: State of Michigan Department of Public Instruction. Sept. 1951. 5 pp. Gratis.

Lists institutions under "public" and "non-public" categories with name of administrative officers. More inclusive than above list. Included are business and commercial schools, engineering institutes, schools of art, and independent professional schools.

Missouri

133. *Junior Colleges, Colleges and Universities in Missouri*. Pub. No. 87, 1951. Jefferson City: Department of Education, State of Missouri. 58 pp. Mimeo.

Information for each institution includes a statement of purpose; data on organization, control, type, admissions requirements, fees and tuition, student aid; courses—departments or divisions, accreditation; degrees, certificates and diplomas granted. Publication at present out of stock.

Montana (See also No. 115)

134. *Training Opportunities in Montana*, by Truman M. Cheney. Helena: Department of Public Instruction, 1950. 26 pp. Illus. Gratis.

Lists schools with courses which they offer in trades and vocations; also contains list of major fields of instruction with colleges and universities which offer them and information on length of course and professions for which they prepare.

New Jersey

135. *Curricular Offerings in New Jersey Colleges and Universities*. Trenton: Division of Higher Education, Administration Bull. No. 2. State Department of Education, 1952. 6 pp. Gratis.

Tables present the following data on colleges and universities as of 1951-52; enrolment, type, control, accreditation, and a check list of 69 undergraduate curricula.

New York

136. *Planning for College in New York State*. Prepared by Division of Higher Education. Albany 1: New York State Education Department, 1951. 31 pp. Illus. 15 cents.

Lists subjects taught in 126 institutions of higher learning registered by the State Education Department. Tables present summary of institutional data as follows: type, enrolment, faculty, tuition, board and room costs, and loan funds available.

137. *Summary Bulletin, 1952-53, General Information*. Albany 1: State University of New York. 8 pp. Gratis.

Lists the 33 colleges and institutes of the State University with curricula offered in each and degrees granted, if any. Particularly valuable for information on courses at the technical institutes.

138. *Vocational Training Opportunities in New York State*, by Paul B. McGann. Albany 1: University of the State of New York, 1951. 135 pp. \$1.90.

A list of public and private nondegree-granting trade, technical and commercial schools which have been accepted for license, registration, or approval by the State Education Department. Institutions are listed according to the occupations for which they train. Information is given on admission requirements, major and minor courses offered, length of course, fees and incidental expenses. Occupations included are professional, semiprofessional, managerial and official, clerical and sales services, agriculture, fishing, forestry, skilled and unskilled trades. Firms offering apprenticeship programs named.

New York City

139. *Where to Find Vocational Training in New York City*. 13th ed. New York 16: Vocational Advisory Service, 432 Fourth Ave., 1950. 127 pp. \$2.50.

Contains information on 521 schools: address, entrance requirements, length of courses, subjects taught, tuition, degrees and/or certificates offered, and in special cases, scholarships available. Also listed are special schools and classes for the handicapped, sheltered workshops, vocational high schools, academic and technical high schools, and New York State Institutes. There is an alphabetical index of subjects and one of schools. Indispensable for counselors in the New York metropolitan area.

North Carolina

140. *Educational Directory of North Carolina 1951-52*. Raleigh: State Department of Public Instruction, Pub. No. 281. 104 pp. \$1.00.

Lists institutions of higher education; licensed business schools and colleges; private kindergartens, elementary and secondary schools; State-supported and Federal schools. Gives information as to rating, and type, in some instances.

Ohio

141. *Looking Toward College*. Columbus 12: Ohio College Association, John W. Black, Exec. Sec., 1400 Lincoln Road, 1952. 16 pp. Gratis.

Tables present information on each of the 47 member colleges as follows: town and population, enrolment, accreditation, type, program, and expenses. Map of Ohio shows location of each college.

142. *To College in Ohio*. Rev. ed. 1950. Columbus 12: Ohio College Association, John W. Black, Exec. Sec., 1400 Lincoln Road. 195 pp. \$1.00.

Three to five-page descriptions prepared by each of the 47 member colleges and universities present the following data: information on town or city; control; grounds and buildings; library; type; enrolment by sex, by main division in addition to number of full-time and graduate students; number of faculty members and number holding doctorate; living accommodations; student expenses; aims; departments, staff and courses; preprofessional work and courses; entrance requirements; counseling, placement and health services; student aid; extra-curricular activities. Comparative tables summarize much of above information. An outstanding presentation of college information. New edition to be published in 1955.

Cincinnati

143. *Directory of Vocational Classes 1950-51*. Compiled by the Adult Educational Council of Metropolitan Cincinnati. The Council, Public Library, 629 Vine St. 28 pp. + p-5 + B-6 + 32-A. \$1.50.

Lists classes alphabetically by subject and schools offering them with information as to semester taught, day or evening session. An index to schools gives data on entrance requirements, date of admission, tuition fees, class schedules and length of course.

144. *1951-52 Supplement*. Compiled by the Council to be used with *Directory* 14 pp. 50 cents.

Contains additions, changes, and deletions in classes since 1950-51.

Columbus

145. *Directory of Adult Classes and Special Schools in Columbus 1950-51*. Compiled by Reference Department, Public Library. Sponsored by Adult Education Council of Greater Columbus. Columbus 15, Ohio: The Library, 96 South Grant Ave. 23 pp. 50 cents.

A selected list of day and evening schools for adults with information as to courses offered; also a directory of courses with institutions at which available, exclusive of public schools, colleges and universities.

Pennsylvania

146. *Directory 1951-52*. Harrisburg: Commonwealth of Pennsylvania, Department of Public Instruction, Bull. No. 70. 1951. 89 pp. Gratis.

Lists colleges and universities with information as to type; also professional schools, State-aided and/or State-owned technical and trade schools; schools for the handicapped; approved private schools with information as to enrolment, type, and date first approved. Published annually.

Vermont (See No. 168)

West Virginia

147. *Education Unlimited*. K. S. McKee, *Chmn.* Editorial Board. Huntington: 1950. Distr. by Registrars' Association, c/o L. E. Bledsoe, Marshall College. 99 pp. Illus. \$3.00.

A handsome volume of information concerning West Virginia colleges and universities. Four pages, including two of illustrations, for each institution present information as to control or affiliation, type, grounds and buildings, accreditation, major fields of instruction, admission requirements, student aid, special services, faculty, student activities. Contains glossary of words and expressions associated with college life.

Wisconsin

148. *List of Educational Institutions Approved for Education of Veterans*. Madison: Governor's Educational Advisory Committee, State of Wisconsin, Capitol Bldg. 11 pp. Gratis.

A directory of colleges and universities, technical institutes, public vocational schools, academies and high schools; also professional and vocational schools as follows: art, barbering, business, cosmetology, funeral directing and embalming, music, theological, medical technology, nursing, X-ray techniques, and aviation.

Wyoming

149. *Biennial Report of the State Superintendent of Public Instruction, 1948-50*. Cheyenne: Department of Education, State of Wyoming, 1950. 126 pp. Gratis.

Lists day trade preparatory schools, part-time trade extension classes, part-time pre-employment and apprenticeship courses, and courses of related training for veterans with location and enrolment; also schools offering vocational agriculture and distributive education. 1952-53 edition to be ready this fall.

Foreign Countries (See also Nos. 7, 19, 21)

150. *Opportunities for Summer Study in Latin America 1952*. Compiled by Estellita Hart and Janet Lippincott. Washington 6, D. C.: Division of Education, Department of Cultural Affairs, Pan American Union, 1952. 33 pp. Mimeo. 10 cents.

Lists summer courses in Latin America offered by 18 Latin American institutions and 8 U.S. institutions; also educational and service projects under the auspices of 14 other organizations. Information includes dates of courses, admission requirements, enrolment, fees, housing, courses available, special features, credits and degrees. Revised annually.

151. *Universities of the World Outside U.S.A. 1950*. Edited by M. M. Chambers. Washington 6, D.C.: American Council on Education, 1785 Massachusetts Ave., N.W., 1950. xviii + 924 pp. \$12.00.

Contains information on more than 2000 institutions in 82 foreign countries arranged alphabetically within countries. For approximately 700 universities and professional schools data cover history, control, admission requirements, faculties, chief divisions of university, languages of instruction, organization, staff, enrolment by sex, publications, housing, fees; also certificates, degrees and diplomas granted; grading system, student aid, foreign students and faculty members, library, research facilities, buildings and grounds, finances and recent developments. Shorter exhibits are presented for approximately 700 others and brief mention of the rest. Most complete information on foreign higher education available.

152. *Work, Study, Travel Abroad* 1952. Prepared by the Travel Department, United States National Student Association. New York 19: The Assn., 48 West 48th St., 1952. 48 pp. Illus. 25 cents.

Lists summer study programs offered by accredited European, Latin American, and Canadian universities, arranged alphabetically by country and city. Information includes dates of courses, languages of instruction, and list of courses offered. Work programs sponsored by organizations are described: requirements, cost, type of work. Festivals and seminars are listed. Descriptions of study travel programs cover data on trips, length, cost, scholarships, if any. Published annually. Valuable information for those planning to study and travel abroad.

153. *The World of Learning* 1952. 4th ed. London W.C. 1: Europa Publications, Ltd. 56 Bloomsbury St., 1952. xii + 952 pp. \$14.00.

Colleges and universities listed alphabetically by countries with information as to date of founding, administrative officers, and in some instances number of volumes in library, publications, professors and departments. Data on American universities more complete, but list is incomplete. Also listed are learned societies, research institutes, libraries and museums by countries. A separate section is devoted to international educational, scientific and cultural organizations.

154. *Yearbook of the Universities of the Commonwealth* 1952. Edited by J. F. Foster. London, W.C. 2: Published for the Association of Universities of the British Commonwealth by G. Bell and Sons, Ltd., York House, 6 Portugal St., 1952. 1694 pp. \$8.25.

Information on each university in England, Wales, Ireland, Scotland, Canada, Australia, New Zealand, South Africa, India, Pakistan, Malta, Hong-Kong, Ceylon and for unattached universities and colleges includes directory of officers and members of the university staff; degrees held by faculty members and institutions conferring them; general information; reports of events of outstanding interest in previous year; benefactions; new buildings and equipment; extra-mural work; new departments and posts; honor degrees, etc. There is also information on qualifications for admission to first degree in the universities of Great Britain and Ireland; post-graduate awards; and enrolment of foreign students in the universities of Great Britain and Ireland. In addition there is a statement concerning Anglo-American academic relations and international university organizations.

IV. Publications for Use in Post-Secondary School Guidance

Among the publications which follow are a number written primarily for the high school student. The foreign student and the undergraduate in his choice of a professional career and school will also find help here. The counselor will find material which will widen his understanding of and increase his ability to cope with the problems in advising youth on their post-secondary school opportunities.

American Council on Education, 1785 Massachusetts Ave., Washington 6, D. C.

155. *Discrimination in College Admissions*, edited by Francis J. Brown. 1950. x + 67 pp. 50 cents.

A discussion of discrimination as related to race, color, creed, or national origin in admission procedures.

156. *Factors Affecting the Admission of High School Seniors*, by Elmo Ropef. 1949. 312 pp. Tables. \$3.50.

A summary of findings for a report for the Committee on a Study of Discriminations in College Admissions. Tables show results of case studies based on interviews with 15,000 high school seniors.

157. *On Getting into College*. A study made for the Committee on Discriminations in College Admissions. 1949. xi + 99 pp. \$1.00.

An analysis of a national study of admissions to colleges based on personal interviews and case studies. Answers such questions as: What characteristic or combination of characteristics are essential for acceptance by college admissions officers? How important is the religious factor? In what respects do college admissions policies vary?

158. *Applications to the Professional Schools and Colleges for the Fall Term 1951: Medicine, Dentistry, Veterinary Medicine, Pharmacy, Osteopathy, Law, and Optometry*, by William S. Guthrie. Columbus 10, Ohio: The College of Arts and Sciences of the Ohio State University, 1952. v + 62 pp. Gratis.

Colleges in each professional group listed alphabetically by states with an analysis of applications. Data presented in tables include number of students to be admitted, number of completed applications, number of inquiries, ratio of applications to admissions, period for making applications; and comments which give very helpful information.

159. *Choosing the Right College*, by Annetta Turngren. New York: Harper and Bros., 1952. viii + 149 pp. \$2.50.

Written for the boy or girl who is trying to choose a college. Gives general information concerning institutions of higher education, including technical and professional schools. Points out factors to be considered in making a choice—rating, student aid, college life, career choice, etc.

160. *Counseling High School Students During the Defense Period*, by Leonard M. Miller. Washington 25, D.C.: FSA, U.S. Office of Education, Division of Higher Education, U.S. Government Printing Office, 1952. v + 34 pp. 25 cents.

Designed for use of counselors. Gives information on deferments, registration and induction procedures.

161. *How to Choose That College*, by Clarence C. Dunsmoor and Oliver C. Davis. Boston 16: Bellman Publishing Company, 83 Newbury St., 1951. 52 pp. 90 cents.

Gives general information concerning colleges, universities and other institutions of higher education of interest to college preparatory students and their parents. Deals with such matters as entrance requirements, student expenses, making good in college, planning one's high school program; also how colleges choose their students, College Board examinations, suggestions for making college visits and applications, meeting costs of colleges, etc. Highly recommended.

162. *Meet the U.S.A., Handbook for Foreign Students and Specialists*. Rev. ed., New York 21: The Institute of International Education, One East 67th St., 1952. 137 pp. 35 cents.

Describes important aspects of American history, culture, and educational system. Contains information concerning higher education, including classification of institutions, methods of instruction, choice of a place to study, and a glossary of common academic terms. Especially helpful are the chapters, "Preparation for Study in America" and "From Port of Entry to College," which cover such items as expenses, regulations and travel. Included are a map of the United States and a table showing distances between principal cities. This book should be in the hands of every foreign student planning to attend an American college or university. American high school youth will find it helpful.

163. *Predicting Success in Professional Schools*, by Dewey B. Stuit *et al.* Washington 6, D.C.: American Council on Education, 1785 Massachusetts Ave., 1949. xii + 187 pp. Tables. \$3.00.

Presents results of research studies and specific diagnostic techniques for use in advising high school and college students who wish to enroll in colleges of law, medicine, nursing, engineering, dentistry, music, agricultural, and teacher training.

164. *Should You Go to College?* by W. Lloyd Warner and Robert J. Havighurst. Chicago 10: Science Research Associates, 57 West Grand Ave., 1948. 48 pp. Illus. 40 cents.

Written for high school students facing the decision of going to college and the choice of a college. Chapters include "Advantages and Disadvantages," "Getting Help with Your Decision," "Comparing Colleges," "What Does College Cost?," "Ways of Financing a College Education," and "If You're Not Going to College." Assists students in analyzing and solving these problems.

165. *Students and the Armed Forces*. Washington 25, D.C.: Department of Defense. U.S. Government Printing Office, 1952. 88 pp. Illus. 45 cents.

Gives information on Selective Service and enlistment procedures; lists occupational training and other educational opportunities in Air Force, Army, Coast Guard, Marine Corps, and Navy, including off-duty programs and opportunities for training for Officers' commissions.

166. *They Went to College*, by Ernest Havemann and Patricia S. West. New York: Harcourt, Brace and Company, 1952. 277 pp. \$4.00.

Provocative reading for counselors. What do college graduates think of their colleges and the courses they studied? An examination and survey of the end products of college education.

V. Information on Student Aid—Scholarships, Fellowship Loans, Self-help

It is said that many scholarships and fellowships go begging for lack of eligible applicants. It may prove worthwhile to examine the lists which appear in the following publications.

For every student enrolled in college, according to statistics, there is an eligible youth who is not attending a higher institution. Lack of financial resources is in many instances the deterrent. In the information which follows may be found the means of assisting such young people to obtain a college education.

167. *Aids to Educational Opportunities Beyond High School*, by Marie M. Beatty. Waukegan, Ill.: The Author, Waukegan Township High School, 1950. iii + 39 pp. \$1.00.

Gives information on scholarships, loans, and employment opportunities available during the freshman year at colleges and universities in which W.T.H.S. students have professed the most interest. States value of scholarships, conditions under which awarded, and tells where to apply.

168. *Counselor's Handbook of Scholarships, Loans and Workshops for Vermont High School Graduates in Vermont Colleges*. Montpelier: State of Vermont, Department of Education, Vocational Education Division, 1950-51. 17 pp. Mimeo. Gratis.

Gives information on financial aids to students available at junior colleges, colleges, the university, and teachers colleges in Vermont. States value of scholarships, amount of loans, and amount which may be earned through workshops. Many available to non-Vermont students.

169. *Federal Scholarship and Fellowship Programs and Other Government Aids to Students*, by Charles A. Quattlebaum. A report prepared by The Legislative Service of The Library of Congress. Washington 25, D.C.: U.S. Government Printing Office, 1950. vi + 90 pp. 25 cents.

Describes existing scholarship and fellowship programs under the Atomic Energy Commission, the Department of State (educational exchanges), the Public Health Service, Veterans Administration, ROTC, NROTC, and state financed programs. Gives information as to stipends, eligibility requirements, benefits, and administration.

170. *Fellowship Opportunities for American Students to Study Abroad* 1952-53. New York 21: Institute of International Education, One East 67th St., Dec. 1951. 11 pp. Illus. Gratis.

Lists fellowships under IIE auspices available in Latin America, Asia, and Europe with information as to eligibility requirements, stipend, purpose, duration, and closing date for applications. Published annually.

171. *Scholarships and Fellowships Available at Institutions of Higher Education*, by Theresa Birch Wilkins. Washington 25, D.C.: Bulletin 1951, No. 16, FSA, U.S. Office of Education. U.S. Government Printing Office. vii + 248 pp. 55 cents.

Lists scholarships and fellowships available at 1,198 institutions, arranged alphabetically within states, with information for each institution as to type, control, classification, and enrolment. Gives data on loan funds available; undergraduate and graduate scholarships and fellowships—number available, value to recipient, specific subject matter fields in which awarded, awards for special ability in extra-curricular activities, etc. There is a list of scholarships and fellowships according to subject matter field and divisions, and a chapter on state provisions for scholarships and fellowships.

172. *Scholarships, Fellowships and Loans*, Vols. I and II, by S. Norman Feingold, 1st eds. Boston 16: The Bellman Publishing Company, 83 Newbury St. Vol. I, 1949, 245 pp. \$6.00; Vol. II, 1951, 312 pp. \$5.00; the two volumes \$10.00.

Volume I lists 3,448 and Volume II, 7,034 scholarships, fellowships and loans with information as to name and address of administering agency, qualifications, funds available, special fields of interest, and where to apply for information or application form. There are also indexes of scholarships, fellowships and loans under goals and fields of interest. The volumes do not list awards and loans usually described in school and college catalogs. A very valuable reference work.

173. *Study Abroad: International Handbook—Fellowships, Scholarships, Educational Exchange*, 1951-52. Vol. IV. Paris: Published by UNESCO, 1952. Distr. by Columbia University Press, New York 27. xxiii + 327 pp. \$2.00.

Scholarships are listed under countries awarding them with information as to field of study, where tenable, conditions, value, duration, number available, and where to apply. An index lists awards available for each nationality, subdivided to show what subjects may be studied in which countries by the particular national concerned. There is also a list of programs for international exchange of trainees with information as to agency, occupational field, general

conditions, financial conditions, and where to apply. No other one publication contains all this information.

174. *United States Government International Exchange Opportunities*. Washington 25, D.C.: Department of State Publication 4198. U.S. Government Printing Office, 1951. Unpaged. Illus. 10 cents.

Describes programs under which exchanges are conducted with information as to conditions and grants.

175. *Working Your Way Through College*, by Kenneth C. Rathbun. Richmond 26, Va.: Cavalier Publishing Company, P.O. Box 8587, Westhampton Station, 1951. 55 pp. \$1.25.

Down-to-earth suggestions on how to work one's way through college for high school students who want to go to college and need financial aid. Indicative of the material are chapter headings such as "Laying Your Plans," "Jobs Requiring Skill," "Jobs Not Requiring Skill," "Seasonable Opportunities," "Budgeting Your Time," and "How to Make Good Grades." Counselors as well as prospective college students will find the book of value.

Information on following publication received too late to include in numbered items:

American Art Directory 1952 (formerly *American Art Annual*). Edited by Dorothy S. Gilbert. New York 36: Published triennially for the American Federation of Arts by R. R. Bowker Company. 62 West 45th St. 500 pp. \$17.50.

Lists professional art schools and art departments of colleges and universities in the United States, Canada, and Latin America with names of officials; also lists art teachers. Entries indexed by name and interests; e.g., architecture, archaeology, art, etc. The most comprehensive information available on education in the Fine Arts.

ICIRI TO PUBLISH NEW MAGAZINE

The International Council for the Improvement of Reading Instruction has decided to expand its professional bulletin, *The Reading Teacher*, into a full-sized magazine beginning with the fall issue. The decision was reached at the Council's triennial Meeting held in New York City on April 26, 1952. The change was agreed upon because of the successful reception of the bulletin and the obvious need for a more complete professional reading journal.

Headquarters for the International Council for the Improvement of Reading Instruction is located at The Reading Laboratory, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

The Book Column

Professional Books

ARNY, C. B. *The Effectiveness of the High School Program in Home Economics*. Minneapolis: University of Minnesota Press. 1952. 337 pp. \$4.75. Because the goals of home economics have changed markedly within recent years, facts are needed to chart its future course. This report presents more pertinent facts than any previous study of home economics in the public schools.

The report is based on a five-year study, from 1943 to 1948, of the home economics program in twenty Minnesota high schools, a study which the author directed. The report discusses the strong and the weak points of the home economics program, shows the factors which seem to influence its effectiveness, and suggests ways in which the program may be improved. Appraisals were made by means of a wide variety of techniques, and evaluations made at intervals during the study determined the extent of improvements made in the schools.

A significant aspect of the study was an examination of the facilities and effectiveness of homemaking instruction in schools which received reimbursement from state and federal vocational funds. Data from these schools were compared with data from similar schools not receiving the subsidy. Recommendations—admittedly provocative and probably controversial—are based upon the results of the analyses of these data.

BERQUIST, I. W. *Training Unruly Boys to Excel*. Boston: The House of Edinboro, Publishers. 1952. 218 pp. \$3.00. This is a story about the intensive physical training program that is being conducted at the Boston Children's Aid Association Home for Boys of Jamaica Plain, Massachusetts. Here is the author's opinion of a different but successful approach in correctional work with boys. In this program he shows how he uses athletic and gymnastic competition as a therapeutic or rehabilitating process to educate or re-educate boys, so that, through the development of these skills learned and these interests aroused, youth learn to combat delinquent tendencies.

BINING, A. C.; and BINING, D. H. *Teaching the Social Studies in Secondary Schools*. New York 36: McGraw-Hill Book Co. 1952. 360 pp. \$4.25. The main purpose of the book is to aid those preparing to teach the social studies. Thus, the authors have presented the changes that have taken place in teaching the social studies in secondary schools, evaluated the various educational theories, presented various methods of teaching, indicated successful classroom procedures, described the attributes necessary for successful teaching, and emphasized the importance of the work of the social-studies teacher in civic training and the development of well-rounded personalities. The book is also helpful to the teacher in service. It helps him to evaluate what he is doing by discussing recent developments and better practices in the field.

BRAMMELL, P. R. *Your Schools and Mine*. New York 10: Ronald Press Co. 1952. 446 pp. \$4.50. This book provides information about our American school system. It is intended as an introduction to education for students beginning their professional preparation for a teaching career and also for all young people and adults interested in the school's place in our society. Starting with an account of the development of education in this country, it explains how our schools are organized, administered, and supported, describes their program of studies and the work of their teachers, and tells what is being done to improve their product. At the close of each chapter, selected topics discussed in the chapter are stated in the form of definite educational propositions on which the reader can formulate his own views in terms of the facts presented. Designed to stimulate careful thinking, these propositions provide the basis for written work or class discussion. The book may be used as a text in professional teacher-training courses or read by civic-minded citizens. Chapter topics are: Backgrounds to American Education, The Development of Education in America, The American Ideal of Education, Some Aspects of Education Abroad, The Organization and Administration of American Education, The Support of Schools in America, The American Educational Ladder, The American School Population and Related Problems, The Educational Offering, Counseling in the School, The Learning-Teaching Relationship, The Improvement of Education and the Evaluation of Its Outcomes, School-Community Interrelationships, The Profession of Education, The Educational Front, and Bibliography.

BRIGGS, T. H., and JUSTMAN, JOSEPH. *Improving Instruction Through Supervision*. New York 11: Macmillan Co. 1952. 535 pp. \$5.00. This book has grown out of a university course on the improvement of instruction that has been developing for twenty years. It is based on a conviction that supervision as defined and presented is the urgent need of every school. Rejecting the too common idea that a supervisor should tell teachers precisely what to do to perform their duties, it advocates that his chief responsibility is to help them grow in professional effectiveness. Instead of corrective supervision it advocates that which is preventive, constructive, promotive, and creative. It proposes a supervisor who with a broad vision is a leader in the co-operative project of professional development of the school staff into a co-ordinate, unified body. Though it conceives of supervision as a democratic procedure, it does not become fanatical in losing sight of actual conditions and of practical demands.

This book endeavors to enlarge and dignify the conception of supervision and to indicate the major means of making it effective. It attempts to present an ideal and at the same time to be consistently practical. It is intended no less for the humblest beginner in a school of so few teachers that supervision must perforce be informal and directly personal than for the experienced heads of large urban schools who must lead by training and co-ordinating assistants.

The supervisor is pictured not so much as the skilled craftsman in teaching or school administrator or professional specialist (though to some degree he should be all of these) but as a *leader* in the educational profession. Leadership involves insight, wisdom, imagination, and the

moral courage to undertake new ventures when they seem desirable. It involves, too, knowing how to work with people and through people and how to get things done. These qualities of supervision as well as the means by which they may be given expression continue to be emphasized in the present volume; mastery of the technical skills requisite to good supervision is not neglected, though it is subordinated.

This book is not a compendium of discrete facts, statistics, and references to source materials relating to supervision. It is intended rather as a systematic statement of principle and suggested practice which the supervisor in the field as well as the person preparing for supervisory responsibilities may find a useful working guide.

BROWN, E. J. *Managing the Classroom*. New York 19: Ronald Press Co. 1952. 432 pp. \$4.00. This textbook shows prospective or beginning teachers their part in school administration. After discussing the educational principles involved in classroom management, the book presents its subject under the heads of possible contributions to pupil growth, an operating plan to ensure efficient attention to administrative details, and the personal and professional growth of the teacher as an administrator. Emphasized throughout are the results which the teacher can achieve in developing democratic school citizenship on the part of pupils. A "problem situation" presented at the close of each chapter provides the basis for written assignments or class discussion. The book is organized into the following four divisions: Part I. The Nature and Principles of Classroom Management; Part II. Classroom Management for Pupil Growth; Part III. Some Ways and Means of Securing Results; and Part IV. The Teacher and the Learning Situation.

CLAPP, E. R. *The Use of Resources in Education*. New York 16: Harper and Brothers. 1952. 352 pp. \$4.00. This book is a report on the means employed by teachers in two rural public schools, in Kentucky and West Virginia, to utilize and develop the personal and community resources which children and their families use in daily living.

The author illustrates the thesis that education can be most effectively carried on under a policy of "recourse-use." This method is studied as applied to art, music, science, arithmetic, history, and other subjects. The book supplies innumerable specific suggestions for projects which extend influences beyond the classroom for the benefit of the community at large.

COUNTS, G. S. *Education and American Civilization*. New York 27: Bureau of Publications, Teachers College, Columbia University. 1952. 491 pp. \$3.75. This volume represents an effort to meet in the field of education the challenge of totalitarianism—an effort to develop a conception of American education which will support the values of a free society as clearly and effectively as the educational conceptions of the totalitarian states support the purposes of despotism.

The author argues that every educational program expresses some conception of life and civilization—that the times demand an education that expresses boldly and imaginatively the full strength of America in her historical and world setting. As a basis for the great education he envisages, the author traces the social, spiritual, technological, and scientific development of American civilization; examines the sources

and implications of our values—the Hebraic-Christian ethic, humanistic spirit, scientific method, rule of law, and the idea of democracy; explores resources for building educational programs; and appraises the human community in which educational programs function in this country.

The result is a proposal for American education which represents the best in our traditions, the realities of the present, and the promises of the future. It is an inspiring view of the social and philosophical foundations which must undergird the curriculum.

- DEMUTH, NORMAN. *Musical Trends in the 20th Century*. New York 11: Macmillan Co. 1952. 359 pp. \$7.00. The author traces the distinctive trends that have emerged and which will give direction to future development. His book is, therefore, primarily a study of certain composers who may justly be said to have played a part in the history of world music; consequently they have arrived at a state of maturity and have already influenced the future trend of music. At the same time some composers have been included who are "in" but not "of" the twentieth century, since although their technical and musical expression bears a closer affinity with the late nineteenth century than with our own, they are too important to be ignored, and without them present-day music would be very different. In his final chapter, "The Outlook," the author considers especially the younger composers who may be expected to influence the future.

Educators Guide to Free Films. Randolph, Wisc.: Educators Progress Service. 1952. 519 pp. \$6.00. The twelfth annual edition of this book is a professional, cyclopedic service, on multisensory learning aids. This edition replaces all volumes and supplements which have preceded it. It is a complete, up-to-date, annotated schedule of free films—bringing compiled information on free films for immediate use. Many films "rented" to schools by other agencies are free from sources in this film guide. For educational as well as financial reasons, free films from industrial, government, and philanthropic organizations have rendered and continue to render a valuable contribution to the curriculum. Dean John Guy Fowlkes adds another to his popular series of significant articles on contributions of free films to education. It is entitled "The Sponsored Film and General Education," and reprints of it are available free. This twelfth annual edition lists 2,332 titles of films, 538 of which were not listed in the previous edition. All new titles are starred (*).

Educators Guide to Free Slidefilms. Randolph, Wisc.: Educators Progress Service. 1952. 172 pp. \$4.00. The fourth annual edition of this book is a professional, cyclopedic service on free slidefilms and slides. It is a classified, annotated, and up-to-date listing. This fourth edition lists 571 titles. Over 30,000 separate frames or pictures, or miniature posters, from 65 different sources are included.

GRAMBS, J. D., and IVERSON, W. J. *Modern Methods in Secondary Education*. New York 19: William Sloan Associates. 1952. 576 pp. \$4.75. This book is the product of long-time experimentation with students—an experiment that resulted in the improvement of teaching. It sets forth the overall job of the high school; it shows what this means in everyday teaching. Attention is given to the recognition of student differences, to the adaptation of the curriculum and the challenges facing it, to the matter of

discipline and the development of classroom procedures, to the functional utilization of materials and activities for learning, to the solution of problems encountered in teaching the slow and fast learners, to the evaluation of learning, to techniques of guidance as they advance learning on the part of the pupils, and to the place of the teacher in the school and the community.

- HAAS, F. B. *A Course of Study in English for the Secondary Schools*. Bulletin 280. Harrisburg, Penna.: The Editor, Department of Public Instruction. 1952. 312 pp. \$1.25. This publication outlines and describes the objectives, methods, and resource materials in terms of the realization of the behaviors of social competence. Past experience, environment, and the developing values and aspirations of the learner as an individual provide both the setting and the points of emphasis. The ways in which many teachers have found and reported success provide an integrated outline and opportunities for the use of initiative in meeting the challenges which youth and modern living presents. Areas included are listening and observing, speaking, writing, reading, and literature. A suggested outline for grades seven to twelve is presented with examples of units in each grade. Included also is a list of more than 750 books which were indicated as preferred by more than 30,000 secondary-school youth of Pennsylvania, lists of publications of the National Council of Teachers of English, of recordings, and of motion pictures and filmstrips.

_____. *A Course of Study in Geography for Secondary Schools*. Bulletin 412. Harrisburg, Penna.: Dept. of Public Instruction. 1951. 354 pp. \$1.25. This publication gives detailed suggestions and illustrations based upon the conviction that "one's own contacts and experiences provide basic concepts for his education." It includes better practices in teaching and commonly approved types of courses and subject organization. The material is presented from the point of view of the classroom teacher and shows how the daily activities within the classroom can be made to contribute to the ultimate goals of education in a democracy. It presents a re-study of educational opportunities and objectives in terms of present-day needs and responsibilities of youth and society. Grades covered are from seven to twelve with suggested units outlined in each.

_____. *A Course of Study in Mathematics for Secondary Schools*. Bulletin 360. Harrisburg, Penna.: Dept. of Public Instruction. 1952. 311 pp. \$1.25. This course of study or manual offers suggested aids to teachers of mathematics as a means of assisting them in making mathematics meaningful to students. The manual is composed of five chapters with the following titles: Bases for Curriculum Improvements, Improvement in Teaching, Program of Studies: Scope and Sequence, Evaluation in Mathematics, and Supplementary Materials plus an annotated bibliography. Two programs are suggested—one for those desiring a general type of education, and meeting common learning needs and the other for special education. From common learning the following allocations are suggested: Grade 7—Mathematics 7; Grade 8—Mathematics 8; Grade 9—Basic Math I (emphasis upon the individual); Grade 10—Basic Math II (emphasis upon the earner); Grade 11—Basic Math III (emphasis upon the citizen); and Grade 12—Basic Math IV (emphasis upon the consumer).

For Special Education the following courses are suggested: Grade 7 and 8 the same as in the other type; Grade 9—Algebra I; Grade 10—Algebra II; Grade 11—Geometry (Plane and selected elements of Solid); Grade 12—Specialized Math; Plane Trig—one semester; Consumer Math—the equivalent of one period a week throughout the year; and topics selected as to need from the following: solid geometry, advanced algebra, elementary statistics, analytic geometry, and math review.

Planning the Homemaking Department. Bulletin 324. Harrisburg, Penna.: Dept. of Public Instruction. 1945. 42 pp. 50¢. The manual describes a one-teacher modern all-purpose homemaking department which is adaptable for expansion to a two-teacher department in the junior high school. It included details and suggestions for developing this room of size 22' by 45'. Details and items of equipment are generalized in the floor plan, with emphasis placed upon the selection of types of equipment which will produce a homelike atmosphere and at the same time produce a setting for effective teaching and learning.

A Program of Fire Prevention in Schools. Bulletin 399. Harrisburg, Penna.: Dept. of Public Instruction. 1951. 196 pp. 50¢. This is a manual prepared for teachers in the public and private schools of Pennsylvania. It outlines instructional units and contains comprehensive lists of usable aids as assistance to the teacher and the administrator in setting up a program of fire prevention in accordance with the characteristics and level of the particular school concerned.

Secondary School Manual for Pennsylvania. Bulletin 241, revised. Harrisburg, Penna.: Dept. of Public Instruction. 1950. 94 pp. \$1.00. This publication outlines the minimum standards by which secondary schools in Pennsylvania may be classified and approved. It also suggests better practices by which schools may upgrade their standards.

A Suggested Program in Homemaking for Secondary Schools. Bulletin 325. Harrisburg, Penna.: Dept. of Public Instruction. 1948. 175 pp. \$1.25. This bulletin, through a visual approach, presents suggestions for the development of a program in homemaking for secondary schools. It contains many illustrations emphasizing certain basic principles. It presents desirable objectives to meeting individual, family, and community needs in citizenship and life adjustment so that administrators and teachers may plan a functional and efficient program in education for family life. Some other publications for instructional use in the secondary school recently released by the Dept. of Public Instruction are: "Educating for Citizenship," Bulletin 242; "Curriculum Improvement by a Secondary-School Faculty," Bulletin 243; "A Course of Study in Art," Bulletin 262; "A Course of Study in English," Bulletin 280; "School Nursing," Bulletin 314; "A Course of Study in Modern Language," Bulletin 350; "School Safety Patrol," Bulletin 391; "Handbook for the School Bus Driver," Bulletin 396; "A Course of Study in Science," Bulletin 400; and "A Course of Study in the Social Studies," Bulletin 412.

HATCHER, H. M. *Evaluation Techniques as Effective Teaching Techniques in Home Economics.* Publication No. 115. State College, Penna.: The Pennsylvania State College, School of Home Economics. 1951. 79 pp. \$1.00. Checklists as aids to the teacher and administrator in evaluating

teaching effectiveness in home economics with the findings to be used as a basis for improving teaching techniques.

HICKERSON, J. A. *Guiding Children's Arithmetic Experiences*. New York 11: Prentice-Hall. 1952. 336 pp. \$5.00. This text on teaching arithmetic aims to teach children from Kindergarten to Grade 6 inclusively to compute with meaning and efficiency rather than to compute only with accuracy and speed. Individual differences are carefully considered. Teachers are shown how to provide for individual differences in the learning abilities of children in each type of thinking: Learning to represent concrete situations with arithmetic symbols; learning to compute with meaning and efficiency; and understanding the number system. Part I deals with the experience-language approach to numbers and Parts II and III present the different processes of addition, subtraction, multiplication, and division of whole numbers, common-fractions and decimal-fractions in such a way that children are lead to discover relationships and formulate generalizations as well as the mastery and understanding of one process aid in the mastery and understanding of the next. Emphasis is placed upon mental calculations for obtaining not only proximate answers but also exact answers of many types of computation.

Incorporated Association of Assistant Masters in Secondary Schools. *The Teaching of English*. New York 22: Cambridge University Press. 1952. 202 pp. \$2.50. This book raises and discusses the problems and the general principles that underlie the teaching of English in all types of secondary schools. It has been prepared by a committee of teachers under the chairmanship of A. M. Walmsley, assisted by a panel of corresponding members.

The committee found itself in full agreement about general principles and aims, and these are discussed in a series of essays on the special nature of the teaching of English, on Speaking, Writing, Language Study and Grammar, Reading and Comprehension, the Appreciation of Prose and Poetry, and Drama.

A second section of the book deals with the practical side of English teaching, the problems connected with the English syllabus. It is recognized, however, that success in the teaching of English depends on personal freedom to work out a syllabus in one's own way; and no attempt is made to draw up a detailed syllabus.

In a third section consideration is given to examinations, and to the use of auxiliaries such as gramophone, wireless, visual aids, and the library.

JOHNSON, B. L. *General Education in Action*. Washington 6, D. C.: American Council on Education. 1952. 435 pp. \$4.00. This report of the 14-month study in 57 California public junior colleges discusses courses and other activities specifically designed to assist the student to achieve—among the goals of general education described—such objectives as: exercising the privileges and responsibilities of democratic citizenship; sharing in the development of a satisfactory home and family life; developing sound moral and spiritual values by which to guide his life; expressing his thoughts clearly...and reading and listening with understanding; developing a balanced personal and social adjustment.

U. S. Commissioner of Education Earl J. McGarth says of this book: "The volume contains more of the *how* of general education than any other, and the *why* which all those who have discussed general education have tended to emphasize too much is given its proper treatment. There is in this report a vast amount of tomorrow-morning values for teachers and administrators who want to get on with the job of building a better general education program for all American youth."

Chapter XIV, "Administration: Facilitating General Education," is reprinted by permission in this issue of *The Bulletin*. Chapter IV, "The Advising, Guidance, Counseling of Students," is scheduled for inclusion in a later issue of this publication.

KENWORTHY, L. S. *World Horizons for Teachers*. New York 27: Bureau of Publications, Teachers College, Columbia University. 1952. 155 pp. \$3.25. This study was written to help educators meet the pressing challenge of building a world community.

The descriptions of what is being done in schools and colleges to stimulate better education for world-mindedness will be of interest to teachers, curriculum workers, administrators, and professors of education. The author's proposals include suggestions for improving both in-service and pre-service teacher education programs. Valuable resources for teacher reference are also cited.

KOZMAN, H. C.; CASSIDY, ROSALIND; and JACKSON, C. O. *Methods in Physical Education*. Philadelphia: W. B. Saunders Co. 1952. 557 pp. This book is written as a text for young men and women who are preparing to become teachers of boys and girls in American secondary schools, using physical education as their educational medium.

In this book the teacher of secondary-school boys and girls is viewed as trying to educate through the medium of his particular subject field for best life and living in the American community, nation, and interdependent world. Teaching physical education is seen as more than putting boys and girls through their "daily dozen." The first five chapters deal with finding direction and goal for teaching. Beginning with Chapter 6, ways to explore and understand the framework within which teaching is done are discussed in "Learning to Know Your Community," "Learning to Know Your School," "Building the Total Physical Education Program." The next five chapters center attention upon the process and techniques for developing units of instruction in physical education with secondary-school boys and girls. In the four chapters following, applications are made of previously described methods to orienting the new student, developing units in sports and dance, planning other types of programs and extra-class activities. There are many cross references from the general explanations of process and techniques to the chapters giving applications in particular instances.

LEVENSON, W. B., and STASHEFF, EDWARD. *Teaching Through Radio and Television*. New York 16: Rinehart and Co. 1952. 566 pp. \$4.75. The reception accorded the earlier edition of this book has made clear the growing interest on the part of American education in the aims, function, and use of school broadcasting. The twofold purpose of the publication remains: the improvement of school broadcasting and the encouragement of more effective use of educational programs.

The modern teacher has something to look forward to. She has, at present, many tools, but two of them lie shining and comparatively unused upon the workbench. Radio and Television have existed for some time but never have they been utilized to the fullest in education.

Television, still in its experimental stage, educationally offers possibilities as a tool to fire the imagination of our teachers and educators. They have only to understand their tool, imagine its possibilities and go to work. For television has the hearing appeal of radio and sight besides.

It is to make known these possibilities, to stimulate the imagination, to create a thorough knowledge of the working implements—radio and TV—that this book has been written.

MAIER, N. R. F. *Principles of Human Relations*. New York 16: John Wiley and Sons. 1952. 484 pp. \$6.00. Group decision is the basic theme of this book. Years of study in industry proved to the author that any attempt to force a new plan or new methods on employees (or any other group) from the top will meet with hostility or apathy, either of which will reduce the effectiveness of the new methods, no matter how much "more efficient" they are in theory.

The author describes several different discussion procedures, each designed to overcome a different type of resistance from the group. He offers procedures for all levels of management, whether the problem is that of the foreman trying to find the reason for inefficiency in his section of a plant, or that of the executive trying to explain a major policy change to a large group. As the author says in his preface: "Training in human relations is a complex matter. One must not only have effective procedures to offer, but one must also convince people to use the effective procedures that are available."

Some of the principles in this book are new, but its chief contribution to the understanding of human relations is that the author has "been permitted by industry to use existing industrial organizations as my laboratory to evaluate certain experimentally derived techniques." He knows that the principles and methods he explains are sound because he has applied them himself in several leading industrial concerns. Every important point in the book is illustrated with at least one case history taken from the author's own experience.

MALM, MARGUERITE, and JAMISON. O. G. *Adolescence*. New York 36: McGraw-Hill Book Co. 1952. 520 pp. \$5.00. This is a book for teachers and those engaged in adolescent supervision. It faces the problems encountered by adults in their attempts to guide adolescents to maturity. Since adults govern the homes, schools, and communities in which adolescents spend their lives, it becomes their responsibility to see that the adolescent is given all the assistance needed to mature properly. Thus this book is designed to help adults in their relationships with the adolescent, to help them understand what the adolescent needs to live wholesomely and happily, and to show them how these needs may be met.

This book is divided into three sections: "Introducing the Adolescent"—which tells who the adolescent is, why we should study him, and what the "world of the adolescent" is like; "The Adolescent and His Adjustment"—in which there is a thorough consideration of each aspect

of the adolescent's adjustment—the physical, the heterosexual, the social, the emotional, the spiritual, the mental hygiene, and the vocational; and "Major Influences on the Adolescent"—in which the home, the community, and the school are considered in their relationships with the adolescent.

This book provides an educational philosophy with strong convictions about the importance of learning to live in a democracy and a sincere belief in the necessity for developing well-adjusted individuals in our society. The book emphasizes not only what the adolescent is and how he is changing but also what he is to become.

At the end of each chapter is an extensive array of classroom aids: suggestions for reminiscences which will enlighten the student and class on the topics being discussed; suggestions for panel discussions; a list of movies applicable to the chapter; a list of pertinent books; and a list of up-to-date periodical references.

- MELVIN, A. G. *General Methods of Teaching*. New York 36: McGraw-Hill Book Co. 1952. 251 pp. \$3.75. This is a text in general teaching methods. It is wide in scope, since it deals, both in principles and by examples given, with the work of teachers in elementary schools, high schools, and colleges. Its thesis is that good teaching is basically the same on every level. The author maintains that there is only one way to teach well, and that is by meeting the conditions imposed by learners and learning. While the level of pupil maturity introduces particular modifications, in broad outline the elements of teacher, curriculum, pupil, method, and evaluation remain as constants which govern method and outline its form for all teachers at all times.

The book deals with those "universals" which are essential to all teaching—the learner, what he is to learn, what he does learn, how progress can be assured and recognized. The text departs from the usual topical presentation and follows the actual order in which teachers encounter the problems of teaching: the job itself, the curriculum, the pupils, and their progress.

- MORRIS, GLYN. *Practical Guidance Methods for Principals and Teachers*. New York 16: Harper and Brothers. 1952. 266 pp. \$3.75. This book is a former principal's frank, human story of his years of experience in working out a practical program of guidance in a smaller school where funds were limited. As Professor Strang of Teachers College, Columbia University, says in her foreword, "it is a thoughtful and thought-provoking account of study and experience, of theory and practice. It is more than a story of what a principal did. It is a story of how a principal grew."

The book describes in anecdotal detail the co-operative methods developed between principal and teachers, in working through group procedures, record systems, interviews, and case conferences. As a record of success in a difficult local situation, the account will be of help to all principals and teachers who are interested in developing a good guidance program without benefit of a specialized staff and a large budget.

- MYERS, L. M. *American English*. New York 11: Prentice-Hall. 1952. 237 pp. \$3.50. The aim of this book is to examine the structure of contemporary American English directly, and to explain its principal grammatical

patterns to native speakers of the language. For this reason, certain things which might have to be explained to an educated foreigner have been taken for granted; and nothing has been included simply because it might be useful in a later study of other languages. The author is a strong believer in the value of studying foreign languages, but he does not believe that the facts about English should be misstated on the very dubious theory that such a perversion will ease the way for a later study of French.

The book is divided in four parts: "Background of the Language," "The Forms of Words," "The Order of Words," and "Choosing Between Word-Forms." The book is designed for teachers whose courses require a grammar text rather than a handbook. It offers a scientific and objective study of modern American English grammar and usage. Getting away from the traditional Latin-oriented, authoritarian approach, the author examines American English grammar and usage in a provocative, lively, and yet scholarly way. From such scientific grammarians as Jespersen, Poutsma, Curme, and Fries, he selects and discusses the principles of contemporary linguistics that are really useful to the person who wants to write more effectively.

National Council of Teachers of English. *The English Language Arts*. New York: Appleton-Century-Crofts. 1952. 525 pp. \$3.75. *The English Language Arts* is Volume I of a curriculum series under preparation by the Curriculum Commission of the National Council of Teachers of English. This Curriculum Commission, consisting of 32 members of the Council representing all levels of instruction from the pre-school to the graduate school, has been working for a number of years to produce an articulated program of English instruction developed upon a consistent philosophy of the teaching of English with appropriate applications to all the levels of instruction.

The present volume, *The English Language Arts*, sets forth the foundational thinking of the Commission and gives an overview of a developmental curriculum in English for all the levels of instruction. Subsequent volumes will develop in greater detail the program of the language arts in pre-school and elementary grades, in junior and senior high schools, in colleges and graduate schools, and in special areas such as adult education.

The Series when completed, will furnish to teachers of English at all levels, and persons connected with the English curriculum, a set of basic principles, a developmental plan or progress of English instruction, and a series of specific illustrations of how the principles can be applied at the various levels.

In the planning of *The English Language Arts* and the volumes which will follow, the Curriculum Commission was guided by a basic concept: the concept of continuous growth. This curriculum, therefore, is based upon the principle that English skills develop in a continuous manner and that the close articulation of the various levels of instruction is of primary importance in the building of English courses of study. From this foundational principle four subordinate principles guided the committee:

1. That the power to use language effectively is a form of growth in children and in youth parallel with their growth in other physical and mental factors.
2. The stages of growth in language skills and the factors which advance or hinder such growth can be determined by research, by experiments, and by observation, and can be translated into curriculum procedures.
3. Language is a form of behavior and is inseparable from the total pattern of behavior of the individual. Hence, spoken language cannot be effectively advanced without continuous reference to other growth factors influencing behavior.
4. Just as other forms of behavior develop best by practice and exercise in natural social situations, so language behavior grows best in situations calling for natural communication in response to individual and social needs.

It is not intended that *The English Language Arts*, or any of the subsequent volumes, will be taken as a specific curriculum for a specific school. The aim is to provide the basic thinking, the developmental principles, and the specific illustrations of application which will make possible the formation of local curriculums which will be consistent in spirit with the national movement. This book, therefore, and those to follow, will be of value to teachers as individuals and as members of curriculum committees. Curriculum committees will find that the volume affords a basis from which local and specific applications can be made in the formulation of a curriculum for a school, city, or county. Individual teachers will find the volume stimulating in essential ideas and suggestive in practical classroom methods.

The English Language Arts represents various elements and points of view of the NCTE. Parts of this curriculum are frankly advanced and experimental. Other parts are fairly conservative. There is no question that some controversial aspects of English teaching have been dealt with in a way which will perhaps arouse more controversy. On the other hand, certain solid principles of English instruction which have developed from the composite experience of hundreds of teachers are represented in sound and conservative elements of this curriculum.

NIXON, E. W.; and COZENS, F. W. *An Introduction to Physical Education*. Philadelphia: W. B. Saunders Co. 1952. 271 pp. At the beginning of the major curriculum, professional students must be made aware of their responsibilities as potential teachers in a highly important phase of education, one which offers a great opportunity for leadership. They must be given a glimpse, at least, of the philosophy of physical education and of its place in the educational family. Some knowledge of its scientific backgrounds is also essential, as well as an understanding of some of its problems and practices. The student should learn early what is expected of him in this professional area and how he can best reach the goal he has set for himself.

The authors feel that a text of this type should serve two functions: (1) to provide sufficient basic information to stimulate the formation of the student's point of view with relation to his field, and (2) through

the selected chapter references and alphabetical bibliography to provide a guide for further investigation. It is upon these bases that the book was first written and now revised.

- OLSON, O. J. Editor. *Education on the Air*. Columbus 10, Ohio: Institute for Education by Radio-Television, Ohio State University. 1952. 527 pp. This is the twenty-first yearbook of the Institute for Education by Radio and Television. This book is the proceeding of their twenty-first annual meeting. The purpose of the Institute and also the book is educational: It is based on the conviction that through mutual sharing of ideas, ideals, techniques, view-points, and convictions of broadcasters, educators, civic leaders, and "just plain people," individuals can gain new insight, approach better solutions, learn new techniques, and be stimulated to more effective action. The discussions and speeches of this Institute, as herein contained, provide information and understanding of this enormous and powerful medium of television. Areas covered in the meetings and presented in this book are: the medium of television, international aspects of radio, television in education, broadcasting in America, broadcasting in organized education, training for broadcasting, education on commercial stations, production and program areas, organizations utilizing radio, and research techniques and problems.

- PYLES, THOMAS. *Words and Ways of American English*. New York 22: Random House. 1952. 320 pp. \$3.50. Here is an account of the main currents of American English. This book tells how the English language spoken today in America came to its present form—how it began with the British heritage of the early settlers, how it borrowed from the Indian languages to describe the wonders of the New World, how it absorbed and adapted elements of many Old World languages spoken by other settlers and later immigrants, how it developed new characteristics in the emerging culture here, how it has been pressed and sometimes molded by purists, how it has refused to be inhibited and, in consequence, grown into the colorful, spirited language it now is.

- REDL, FRITZ; and WINEMAN, DAVID. *Controls from Within*. Glencoe, Ill.: The Free Press. 1952. 332 pp. \$4.50. This book, like the authors' earlier book, *Children Who Hate*, is concerned with the problem of the breakdown of behavior controls in children. This time, however, the emphasis is put on techniques for the treatment of such disturbances and on the implications which the treatment of ego-disturbed children has on the task of helping the normal child develop adequate self-control. Thus, even while describing the treatment picture in detail and with many illustrations, the authors keep pointing out the implications for the handling of the normal child by parents, teachers, and group leaders. The four chapters deal primarily with the following techniques:

How can the total setting in which a child lives be so designed that it really contributes to sound development? What is the impact of the physical and spatial arrangements, of the routines and policies which govern a home, of the "atmosphere" which pervades the place where children live?

How should the play life of children be arranged so that it becomes more than just a time filler. How can overexcitement, frustration, and overstimulation be toned down so as to support the youngster's ability

for self-control? How should opportunities for emotional expression through play and game activities be designed so as to really promote personality growth?

From time to time there are reasons in any youngster's life why adults may have to interfere in child behavior. How can limits be set without producing harmful effects in other respects and how can the child be helped to accept them, instead of interpreting them as frustrating intervention by hostile adults? Techniques like Playful Ignoring, Signal Interference, Tension-decontamination through Humor, Limitation of Space and Tools, Promises and Rewards, Punishments and Threats are discussed.

The authors suggest that much can be accomplished by treating children's problems as they emerge in daily life situations and that such "clinical exploitation of life events" can sometimes be effective where verbal counseling alone does not seem to produce results. How do we help a youngster to benefit most from a life experience, even from incidents of mischief or failure to adjust? Varying styles of "on the spot" interview techniques are described. Ways in which conflict situations in the lives of children can be utilized for support of their insight and self-control are illustrated.

SARGENT, F. P. *The Handbook of Private Schools*. Boston 8, Mass.: Porter Sargent, 11 Beacon St. 1952. 992 pp. \$8.00. This is a completely revised edition of the standard annual directory of private schools in the United States. It describes in detail 1,200 leading private schools, furnishing up-to-date statistics of enrollment, tuition, curriculum, faculty, and other data giving affiliations, personnel, the history and traditions of each school, and is geographically arranged for easy comparison. It lists nearly a thousand other private schools and gives statistical information about each of them. It lists schools by tuition, schools with remedial reading, mechanical and manual training, domestic science, etc.; schools with post graduate courses, summer sessions; schools for the physically handicapped, the blind, the deaf, the mentally retarded, etc. Herein are membership lists of leading school and college associations, and a directory of periodicals, advertising mediums, bureaus, and firms, of interest to private schools. The more than 2,000 schools listed are completely indexed.

This edition is a memorial volume to Porter E. Sargent, editor of the handbook for 37 years. The introduction contains a biography of him by the noted educational critic, Arthur B. Moehlman, and a complete bibliography of his writings. It also offers an extended commentary on recent educational trends, a widely acclaimed feature of the Handbook for many years.

Other publications available from the same source are:

Sargent Guide to Private Junior Colleges and Specialized Schools and Colleges (1st edition, 256 pp, available in cloth, \$3.00, or paper, \$1.00) This has been prepared for high-school students and personnel. It provides statistical and descriptive data concerning 800 private junior colleges and specialized schools.

Sargent Guide to Summer Camps (7th edition, 96 pp, paper, \$1.00) This gives descriptive lists of 400 better summer camps from coast to

coast. It indicates features, enrollment, and tuition, with names and summer and winter addresses of directors. Purchasers of the cloth-bound edition of the *Guide to Private Junior Colleges and Specialized Schools and Colleges* will receive a complimentary copy of the *Guide to Summer Camps*.

Education Directions: A Report 1951. 1952. 132 pp. \$2.00 This volume contains surveys and comments on present trends. A memorial volume to Porter Sargent, it contains a brief biography and pays tribute to his long and constructive career.

SHAW, J. H. et al. *Selected Team Sports for Men.* Philadelphia: W. B. Saunders Co. 1952. 328 pp. The purpose of this book is to provide a guide to be used in teaching selected team sports. Every effort has been made to include the minimum essentials of these sports and to emphasize methods of developing players from the beginner's to an intermediate level of competence.

The book discusses eight activities—those played and enjoyed by a large number of boys. These sports are ice hockey, lacrosse, six-man football, soccer, softball, speedball, touch football, and volleyball.

Statistical Abstract of the United States, 1951. Washington 25, D. C.: Supt. of Documents. 1951. 1047 pp. \$3.00. This edition, the 72nd annual issue of the *Statistical Abstract of the United States*, is designated by the year of publication. The statistics shown are the latest available in the early part of the calendar year. The time periods or dates covered by the information in the tables vary according to the practices followed by the various agencies responsible for their preparation.

This edition includes 1,045 tables in comparison with 1,064 tables in the previous edition. The slight reduction in number of tables was the result of the continuing intensive review of several sections in each edition of the *Statistical Abstract*. The objective of this review is to introduce new subject material of greater current interest and to eliminate data that are less timely or present greater detail than seems warranted in a summary publication.

Worthy of mention as significant additions of completely new subject material are a group of tables on advertising expenditures included in section 33, Distribution and Services, and the three tables on concentration of output, and mergers and acquisitions included in section 30, Manufactures. The material on advertising, particularly, represents an initial attempt in the *Statistical Abstract* to bring together data from a number of private sources in a field which is of great current interest.

Another change of major import in this edition is the presentation of data from the 1948 Census of Business. Availability of these data afforded an opportunity for thorough review of the Distribution and Services section. As a result, the new presentation is not only more current but also more complete both in terms of subject coverage and area coverage. New material is also included on dwelling units from preliminary reports of the 1950 Census of Housing, on school enrollment, on distribution of personal income, on Federal government expenditures for credit programs, civil works, and aid to State and local governments, and on a number of other subjects.

Finally, the two Agriculture sections and the Forests and Forest Products section (sections 24-46) have been brought into line with the material on these subjects appearing in *Historical Statistics of the United States* resulting in substantial revision and rearrangements of portions of these sections as well as in the addition of some new material.

SUMPTION, M. R. *How to Conduct a Citizens School Survey*. New York 11: Prentice-Hall. 1952. 225 pp. \$3.00. This book shows how a community can organize and conduct a school survey which will give the board of education a long-range plan for meeting the educational needs of the community. The long-range plan should be on a broad, general scale, being specific only about what the educational needs are and what physical equipment is needed to meet them. The plan should be put into practice largely by the professional educators whose job it is to carry out the will of the people in the most effective way. The survey does not usurp professional prerogatives, but it does give citizens an opportunity to plan intelligently for the educational future of their community.

The survey plan described in this volume is flexible in design and readily adaptable to different types of communities and different types of educational problems. It is particularly designed to provide a way to bring the efforts and resources of the citizens of the community to bear on school building and site problems in a school district.

This book is designed to provide some help in meeting the needs. It provides a step-by-step outline for organizing citizens for work, collecting necessary information, interpreting information in the light of the local situation, and developing a long-range educational plan. The procedures described have been developed and tested in twenty midwestern communities.

TRAGER, H. G.; and YARROW, M. R. *They Learn What They Live*. New York 16: Harper and Brothers. 1952. 410 pp. \$4.50. This book reports a pioneer experiment in a relatively unexplored field—intercultural education at the kindergarten and primary school level. Designed to throw scientific light on the problem of prejudice as it affects children and as it is influenced by the school, the experiment focuses on the conduct and observation of three groups in each of six Philadelphia schools which served as the laboratory for the project.

TRAXLER, A. E. Editor. *Education in a Period of National Preparedness*. Washington 6, D. C.: American Council on Education. 1952. 120 pp. \$1.50. This is a report of the sixteenth Educational Conference held at New York City under the auspices of the Educational Records Bureau and the American Council on Education.

WILLIAMS, T. G. *English Literature*. New York 36: Pitman Publishing Corp. 1952. 324 pp. This book gives an outline of the most important features in the growth of our English literary tradition. The author traces out the separate lines of development in poetry, drama, and prose; gives short accounts of the most significant of the English writers and their works with particular attention to their social and intellectual background, and describes the literary movements, including those from other countries, which have had a definite bearing on our own literature. An additional feature of value is the inclusion of a most useful "Chronology of English Classics with Contemporary Events."

Books for Pupil and Teacher Use

- AIKEN, D. J., and HENDERSON, K. B. *Algebra*. New York 36: McGraw-Hill Book Co. 1952. 397 pp. \$2.75. This book is a second course in algebra and is organized under four major topics—numbers, logarithms, equations, and functional relationship. In addition to practice material, each chapter includes a set of problems which serve to review the work covered in that chapter and in previous chapters and a test which can be used by pupils as a self-test or by the teacher to assess the achievement of the class. Chapter headings are: Numbers and Their Uses; Special Products, Factoring, and Fractions; Exponents and Radicals; Logarithms; Equations; Quadratic Equations in One Unknown; Systems of Equations; Functional Relationships; Linear Functions; Polynomial Functions in General; Trigonometric Functions; and Progressions.
- AIRY, ANNA. *Making a Start in Art*. New York 16: Studio Crowell, 432 Fourth Ave. 1952. 95 pp. \$5.00. In this work the professional artist comes to the aid of the amateur. Recognizing that the novice must start at the beginning, the author places herself in this position and tries to answer all those questions that arise in her mind as she essays her task, drawing on her great experience. Using her own approach to painting as a basis she discusses tones, perspective, anatomy, composition and the laying on of washes, illustrating her theme with diagrams and analyses of works by Orpen, Flint, Rogers, Pasmore, le Witt, Sargent, and John.
- BAER, M. E. *Sound*. New York 11: Holiday House. 1952. 127 pp. \$2.50. This is a book of experiments dealing with sound, covering radio, telephone, music, etc. The experiments are developed for use in elementary science education. There are many experiments that even the high-school pupils will be interested in trying "on his own."
- BAKER, M. J. *Benbow and the Angels*. New York 3: Longmans, Green and Co. 1952. 212 pp. \$2.50. This is the story of Simon Angel and four Angels that arrived one sunny morning at a country rectory. Each of the Angels have interesting and exciting experiences which even involve the discovery of a secret passage and "scientists in the pay of foreign powers." Junior high school reading.
- BARNHART, T. F. *Weekly Newspaper Management*. New York 1: Appleton-Century-Crofts. 1952. 539 pp. \$5.00. In this revision as in the original book, the author places emphasis upon problems of an internal nature rather than upon those arising from outside the business. Stress is placed upon practical problems that confront owners of weekly newspapers, upon considerations that enter into management's thinking in the performance of day-to-day tasks, particularly in advertising, circulation, and administrative functions. It is intended that the book will help persons who are active in newspaper work as well as those who are studying journalism. The major divisions of the book are: "Introductory," "Advertising," "Circulation," and "Administration."
- BATE, H. M. *Report from Formosa*. New York 10: E. P. Dutton and Co. 1952. 290 pp. \$3.50. Small though it may be, Formosa is a most vital strategic objective in the still unsettled Korean war. Only one hundred miles off the coast of China proper, it extends for two hundred and forty miles down the mainland. This book is a completely detailed, factual,

up-to-the-minute study of Formosa, and the vital part it plays in the world situation today.

BENDICK, JEANNE. *The First Book of Airplanes*. New York 21: Franklin Watts, 1952. 69 pp. \$1.75. This book contains detailed information on how planes fly, parts of planes, and different types of planes—including jets and guided aircraft. While the book has been written for young readers, many junior high school pupils will enjoy reading it.

BOGUE, J. P. Editor. *American Junior Colleges, Third Edition*. Washington 6, D. C.: American Council on Education, 1952. 614 pp. \$7.50. This volume contains descriptions of 575 junior colleges, of which 94 have been accredited since 1948. Data is also included concerning those junior colleges that have become four-year colleges, changed names, or gone out of existence. The first edition, published in 1940, listed 494 institutions; the second edition published in 1948 listed 564. While the increase in the number of junior colleges has not been large, the increase in enrollment has been—from 446,734 students in 1946-47 to 576,453 in 1950-51. This third edition contains information about the history of each of the 575 junior colleges, the entrance and graduation requirement, fees, housing, student aid, enrollment, curricula, adult education programs, community integration, faculty, finances, and other factors and facilities. The colleges are classified by states in alphabetical order within the state. There is a brief introduction to each state which gives the number, the kinds, the programs, etc., followed by a statement of accreditation standards of state agencies. There are also chapters tracing the history and growth of the junior college movement and on the legal status of the junior college.

BRADEN, C. S. *The Scriptures of Mankind*. New York 11: Macmillan Co., 1952. 496 pp. \$6.50. Did you know that molten metal could be poured into the ears of any low-caste Indian who dared to listen to the words of the sacred Vedic literature...that the ancient Egyptians developed a "pocket-book" version of The Book of the Dead...and that a complete edition of Buddhist literature published in Japan 20 years ago comprised over 50 volumes?

The author's study of the great Bibles of the world contains these and many other fascinating details. It describes the traditions of pre-literate peoples and the writings of Egypt, Babylonia, Persia, Hinduism, Buddhism, the Jains and Sikhs, Confucianism and Taoism, Shintoism, and Islam. Here too is an evaluation of the Old and New Testaments.

BREWSTER, BENJAMIN. *The First Book of Eskimos*. New York 21: Franklin Watts, 1952. 45 pp. \$1.75. This is a story of the Eskimos and their fascinating lives of yesterday and today—how they build their houses; fish under the ice; catch seals, whales, and polar bears; sew their clothes; and celebrate with games and dances. While the book has been written for young readers, many junior high-school pupils will enjoy reading it.

BROOKS, WIN. *The Shining Tides*. New York 16: William Morrow and Co., 1952. 282 pp. \$3.50. This is a story of striped-bass fishermen in Cape Cod. It is a description of fishing and of the sea as well as of those people who live in this area of the fishing world. It is a novel with atmosphere, color, and zest.

BROOKS, W. O.; and TRACY, G. R. *Modern Physical Science*. New York 10: Henry Holt and Co. 1952. 586 pp. \$3.80. This is a textbook for the general education student who needs a course that is simple and interesting but which, at the same time, gives him some knowledge of the consumer aspects of science. It includes only the barest minimum of theory which is essential to an understanding of science as organized knowledge. The authors believe strongly in the scientific method and use it throughout the book. They also believe in emphasizing the practical aspects of science as the student meets them in his everyday life. Therefore, the treatment in the text is nearly non-mathematical and the style of writing is easy. Monosyllabic words are used wherever possible instead of the more learned polysyllabic ones.

The book is organized into sixteen units, each of which covers a major subdivision in physical science. Each unit is subdivided into several chapters, the titles of which are in the form of a question. Starred chapters and sections within chapters may be omitted without interfering with the continuity of the presentation. Included within the text are numerous simple demonstrations and experiments. Some of these can be performed individually by students. Others will give best results when performed as group experiments before the entire class. Still others are more suitable when performed as instructor's experiments. Each unit opens with a brief, informative preview setting the stage for what follows in the text. Each preview is in the form of a conversation between two brothers and, when possible, with the girl next door. Other characters are introduced as situations require. At the beginning of each chapter is a short glossary called "Important Words for This Chapter." It includes a definition of each of the more important scientific words and terms appearing later in the text. For any words which may be difficult to pronounce, a phonetic pronunciation follows immediately. These words, and others, are again defined and pronounced in the text. The chapter end-material is enriched by a "Summary" that helps the student tie together the subject matter. Following the summary is a "Vocabulary Test" which lists all the scientific words used in the chapter. A "Quick Quiz," consisting of questions based on fact and for discussion, follows next. The questions are divided into Group A (for the average student) and Group B (for the better student). The last item in the end-material consists of "Interesting Things To Do."

Photographs and line drawings have been chosen expressly for their motivation and teaching value rather than merely to make the book more attractive. Each is related to the text.

BROWNLEE, F. L. *These Rights We Hold*. New York 10: Friendship Press. 1952. 146 pp. \$2.00, cloth; \$1.25, paper. Taking the question back to its beginnings, the author discusses the idea of fundamental justice and human rights as it was embodied in the teachings of Amos, Hosea, and Isaiah. He then carries its development through the teachings of the New Testament and the beginnings of the Christian church. And there, he plainly states, it virtually stopped—until Martin Luther brought it turbulently to the forefront again.

BUCK, P. S. *The Hidden Flower*. New York: John Day Co. 1952. 308 pp. \$3.50. Josui was a lovely Japanese girl of good family. She had been

born in America and lived here until she was fifteen, when, after Pearl Harbor, her father took his family back to Japan rather than have them go behind barbed-wire. In Kyoto, spared by the war, she met Lieutenant Allen Kennedy, who had aristocratic Virginia blood in him. Theirs was no cheap or casual romance. They were married in all dignity by solemn Buddhist rites in a temple in Kyoto. Then Allen brought his bride Josui back to America, and here the child Lennie was born.

BUTLER, K. B. *A Practical Handbook on Effective Illustration in Publication Layout*. Mendota, Ill.: Butler Type Design Research Center. 1952. 84 pp. \$3.50 plus 25¢ postage and handling. This publication is number one in a series of handbooks treating the creative phases of magazine typography and layout. It provides a storehouse of ideas and techniques which should stir the creative imagination and lead towards wider use of the techniques old and new which can make physical presentation more sprightly, and which can make interesting material appear interesting instead of dull. The book contains a wide range of illustration techniques which are classified into categories, each category being given a specific name. There is a limited amount of text material—the instruction being given chiefly through hundreds of illustrations. The parts included are: "Illustration as a Layout Tool"; "Half Tone Illustrations"; "Line Illustrations"; and "Illustrations Without Pictures." Sponsors and editors of yearbooks and newspapers will find this publication useful.

CHAMBERS, WHITTAKER. *Witness*. New York 22: Random House. 1952. 808 pp. \$5.00. The theme of this book is the ordeal of the human soul caught in the 20th century's conflict of faiths—religion against materialism, freedom against Communism. In the 20th century it is every man's ordeal, for every man has suffered—or within the next two decades will suffer—that ordeal and its consequences. Nevertheless, millions of men do not understand what that war of faiths is about or the nature of that ordeal. This book is the author's interpretation of both.

It interprets them in the simplest, most gripping terms, in this autobiography of a man who, after thirteen years as a Communist, repudiated Communism and fought it. It interprets them in a book of confessions, which may, in time, be likened to other great confessions in world literature.

CHAUCER, GEOFFREY. *The Canterbury Tales*. Baltimore 11, Md.: Penguin Books, 3300 Clipper Mill Rd. Translated by Nevill Coghill. 1952. 528 pp. \$2.75, cloth; \$1.25, paper. This book is one of the great books of the world and is certainly the liveliest, wisest, wittiest presentation of the human comedy in the English language. The passage of time has, however, in the course of five and a half centuries, obscured it a little from us, and what were once the freshest colloquial Chaucerisms seem at times archaic, quaint, and even difficult to understand today.

COOMBS, CHARLES. *Young Readers Indoor Sport Stories*. New York 10: Lantern Press, Inc. 1952. 188 pp. \$2.50. Here are tales of team play on the basketball court, of the courage of a crippled boy in a gym, of stamina in a ping-pong game, and how some enterprising youths made a great thing of volley ball.

Each of these stories is barbed with a point of character development skillfully concealed in the form of an exciting story, yet enthralling to the young reader.

CORBMAN, B. P. *Mathematics of Retail Merchandising*. New York 10: Ronald Press Co. 1952. 335 pp. \$3.50. The author has directed this book to two classes of students: to those who are preparing to enter the field of merchandising and lack contact with its practical aspects, and to students, already working in the field, who are enrolled in the training program of a retail establishment. The sequence of topics provides them with complete, detailed, and yet simple explanations of the mathematics which underlies the merchandising problems faced by the merchant, merchandising manager, buyer, and assistant buyer. This objective is further strengthened by the inclusion of practical and realistic exercises after each type of illustrative problem, and by a summary exercise at the end of each chapter. Theoretical discussion has been kept to a minimum, thus permitting the teacher to provide as much theory as he sees fit. Chapter titles are: "Individual Markup," "Cumulative Markup," "Average Markup," "Initial Markup," "Retail Method of Inventory," "Markdown and Maintained Markup," "Gross Margin," "Turnover," "Sales Planning," "Stock Planning," "The Merchandise Plan," "Open-to-Buy," "Price Lines," "Model Stocks," and Appendices: "Aliquot Parts," "Trade and Cash Discounts," and "Departmental Operating Statements."

COURNOS, JOHN, and NORTON, SYBIL. *Famous British Novelists*. New York 16: Dodd, Mead and Co. 1952. 130 pp. \$2.50. Here we have not only portraits of the great British story-tellers but also literary surveys of their leading achievements. We learn about their personal lives which were so intimately related to their books. We also become acquainted with an endless gallery of intriguing characters, scarcely less famous than the authors who gave them life. A special chapter is given to novelists whose fame has come down through the generations, even though each has written only a single book.

COURNOS, JOHN. *Famous Modern Novelists*. New York 16: Dodd, Mead and Co. 1952. 181 pp. \$2.50. Tale-tellers there have been since the world began. Every age and country has its own who mirror the life of people about them. In the past fifty years or so America has come of age, culturally speaking. The men and women writing our American novels not only entertain us but they also have much to offer us in the way of illumination.

What sort of men and women are these American novelists of our time? What kinds of childhoods, educations, experiences have they had to be able to speak to us with truth and authority? And what are their most important literary achievements? This book answers these questions. Authors included in this book are: Tarkington, Cather, Douglas, Lewis, Roberts, Costain, Chase, Ferber, Allen, Buck, Marquand, Rawlings, Fitzgerald, Bromfield, Hemingway, Mitchell, Guthrie, Jr., Steinbeck, Edmonds, and others.

COY, HAROLD. *The First Book of Presidents*. New York 21: Franklin Watts. 1952. 68 pp. \$1.75. This is an introduction to one of the most important jobs in the world—and to the great variety of men who have held it. The book tells who our presidents were, where they came from, what they looked like, what kind of people they were, what important things they did, as well as many fascinating and little-known details about their lives.

DE JOUVENEL, BERTRAND. *The Ethics of Redistribution*. New York 22: Cambridge University Press, 32 E. 57 St. 1952. 91 pp. \$1.75. This is a series of Boutwood Lectures delivered by Mr. De Jouvenal at Corpus Christi College.

DEL REY, LESTER. *Marooned on Mars*. Philadelphia: John C. Winston Co. 1952. 210 pp. \$2.00. Chuck Svenson was a citizen of the Moon—and proud of it! To him, Earth, with its heavy atmosphere, even though it was the "mother" planet, was not the best place in the universe to live. As he rocketed back home from a blast off a point high in the Andes, he anxiously looked forward to the reception he'd receive at Moon City. For he was the only citizen from Earth's satellite to be selected by the United Nations' interplanetary commission as a crew member for the first ship to attempt a flight from Moon to Mars. How Chuck learned that his orders had been changed, that he was to be replaced by an earthling, started a chain of dramatic and thrilling events that ended in the weird and torturous catacombs of Mars.

DE METROPOLIS, HARRY. *Love and War*. New York 1: William-Frederick Press, 313 W. 35 St. 1952. 90 pp. \$3.00. This is a collection of 31 poems written by a West Point graduate who during World War II served in the European and Pacific areas.

Du Pont, *The Autobiograph of an American Enterprise*. Wilmington 98, Del.: E. I. Du Pont De Nemours and Co. 1952. 146 pp. \$5.00. In connection with the celebration on July 18 of Du Pont's 150th anniversary, a new book has been prepared which traces the company's role in the growth and development of America. Pictures and text sketch the broad social and economic pattern of the past 150 years, and outline the company's efforts to satisfy the nation's growing needs.

While this book is being distributed primarily to Du Pont employees and stockholders, it is one that will be found not only interesting, but also useful for reference purposes.

ELAM, R. M., JR. *Teen-Age Science Fiction Stories*. New York 10: Lantern Press. 1952. 254 pp. \$2.50. The introduction by Captain Burr Leyson sets the pace for this book of stories dealing with the newest theories of interplanetary communication and the scientific advances that might make possible some of the adventures here described.

The author of these stories has been interested in science fiction since he was a boy and although he has written hundreds of stories and articles, those included in this volume have never before appeared in book form. The author builds his science stories around a framework of established scientific fact and likely possibilities.

ENFIELD, J. E. *The Man from Packsaddle*. Hollywood 27, Calif.: House-Warden, Publishers, 5228 Hollywood Blvd. 1952. 186 pp. \$3.00. This is the story of an adventuresome youth caught in the mesh of ill-founded suspicion. Chances on seasoned justice could not be reckoned with in those days of quick punishment of suspected wrongdoers. Every man had to reason that he was the law and that the legal processes never took a normal course.

While justice prevailed in the end, a long period of escape, jousts with posesses, temptations to forsake moral standards and many dramatic situations confronted the main character.

Everyman's United Nations. New York 27: Columbia University Press. 1952. 394 pp. \$1.50. This book is organized into two parts. Part One describes the various organs which constitute the United Nations, giving, in general the composition, functions and powers, voting procedure, sessions, and the organization of each. Part Two deals with the work of the United Nations. This third edition is a ready reference to the structure, functions, and work of the United Nations and its related agencies.

FAIRCHILD, F. R., and SHELLY, T. J. *Understanding Our Free Economy.* New York 3: D. Van Nostrand Co. 1952. 588 pp. \$3.96. This book presents to high-school students, who are beginning a study of economics, the basic laws and principles with which everyone should be familiar. It is written with a vocabulary and style well within the ability of the average high school junior or senior to understand without difficulty.

As the title of the book implies, the authors are believers in the American system of free enterprise. They make no apologies for their conviction that this system has contributed largely to the vast growth and present strength of the United States and its economy, and is the best system to insure the future well-being and freedom of the United States and its citizens.

The book is divided into nine parts. Part I is designed to give the student a broad picture of his economic environment, and a preliminary notion of economics as the science that studies man's activities in his efforts to satisfy his material wants. In the next seven parts, the various factors making up the essential field of economics are explored. Part IX is in the nature of synthesis. First of all, there is drawn an over-all picture of the free economy, what it is, how it works, and what it accomplishes. Secondly, other economic systems—particularly socialism, communism, and facism—are examined and their operation and results are compared with those of the free economy. Finally, the steps recently taken in the United States away from the free economy are described and their consequences appraised.

At chapter ends there are sets of exercises. These are divided into two groups. The first group is designed to check the student's understanding of the subject matter and is composed principally of questions whose answers can be found in the chapter. The second group demands original thought and tests the student's ability to apply what he has learned or to bring to bear on the subject information he may have acquired from other sources. At the end of each major subdivision of the book, there are reading lists of books and periodicals.

FORMAN, HARRISON. *How to Make Money with Your Camera.* New York 36: McGraw-Hill Book Co. 1952. 236 pp. \$3.50. There are thirty million camera users in America. Of these, an impressive number are convinced they can make a picture every bit as good as the best one that has ever been sold. And many of them can! The problem, however, is how and where to sell that picture. This book endeavors to tell what sells, who buys, what some editors want, and what others don't want. It tells where to sell pictures of dogs, babies, of train wrecks, of shop windows, or of a celebrity.

FRALEY, OSCAR. *Golf in Action*. New York 19: A. A. Wyn. 1952. 122 pp. \$2.95. Taken directly from high-speed motion-picture film, the photographs in this book freeze each expert's swing at every critical phase. For the first time, the reader can see for himself the exact position of hands, arms, and club at every phase of the swing. At the same time, he gets a clear, overall picture of the swing as the experts play it.

The text accompanying the pictures explains simply and graphically why the expert swings the way he does, how he suits swing to club for par-busting distance and accuracy, and how the reader can follow his example to achieve a winning game.

GALLUP, GEORGE. *The Political Almanac, 1952*. New York 11: B. C. Forbes and Sons. 1952. 318 pp. This book provides the necessary background to analyzing past political action and interpreting current trends. It is, basically, a handbook of general and statistical information on the record and climate of politics and voting strength, on personal and regional influences which direct ultimate decisions.

The voter, the political worker, the commentator, and the student of party politics will find here a body of fact essential to viewing intelligently American political action at the polls.

GENDRON, VAL. *The Fork in the Trail*. New York 3: Longmans, Green and Co. 1952. 208 pp. \$2.75. There was something irresistible about those tales of huge gold nuggets at the end of the long hard trail. They set the whole nation on wheels, rolling toward the west, toward fabulous California!

Among the hopefuls was young Wint Hanners, who started for the gold fields in a rickety farm wagon pulled by two aging horses. Then, at the fork of the Platte River came his first parting of the ways. A broken wagon, a vicious trail leader, and a wise and friendly old scout cause Wint to drop out of the wagon train and start on an adventure far more dangerous and exciting than the trek to the coast. For Wint uses his head and in one short year of pitting his brain and his strength against the hazards of nature and lawless men, he gains in wisdom and becomes more man than boy. Rewarding friendships come to him, and powerful Sioux Indians become his loyal friends and helpers. When once again he comes to a crossroads in his life, instinctively he makes the decision to lend a hand to a family that needs his help.

GLAZEBROOK, F. H. *Abundant Life*. Boston 20: Christopher Publishing House. 1952. 186 pp. \$3.00. The author, a doctor, describes in simple terms, some of the things that take place in the human body in the routine of living. He discusses the fundamentals that he believes are essential to good health.

GRANT, C. L.; CADY, H. K.; and NEAL, N. A. *High School Biology*. New York 36: McGraw-Hill Book Co. 1952. 814 pp. \$3.88. This text takes up the major life functions of plants, animals, and human beings. These functions include nutrition, digestion, circulation, respiration, growth and repair, behavior and learning. Up-to-date information on heredity, eugenics, and processes of reproduction in plant, animal, and human forms is presented in a straightforward manner. Always keeping in mind the student's point of view, the authors have introduced only such technical vocabulary terms as are needed to make a clear presentation at the high

school level. Scientific facts about the races of man and their distribution are developed to enable the student to think clearly on current social and cultural problems.

On the foundation of learning about life functions is built the discussion of conservation of natural resources, including plants, animals, and human energy, treated as a part of the ecological balance of the earth. By showing the causes and extent of forest, soil, and wildlife depletion, the authors have focused attention on the urgent need for applying biological facts to conservation programs. Concrete discussion of the needs for human conservation leads to constructive presentation of such subjects as home life, housing, nutrition, and education. Always the constructive, practical application of biology—along with its possibilities for improving the life of individuals and nations—is emphasized.

The illustrations form an important functional part of this book. Teaching aids provide helpful direction for the teacher. At the ends of chapters, sections called "Do You Know These Terms?" include much of the technical vocabulary of the text. Another chapter-end section called "How Would You Answer These?" gives five questions which review the broad principles of biology. Such self-testing procedures are supplemented at the end of each of the nine units by "Ideas to Understand," a summary of each unit; "Projects for You," individual and group activities; and "Related Readings for You."

GUARESCHI, GIOVANNI. *Don Camillo and His Flock*. New York 22: Pellegrini and Cudahy. 1952. 250 pp. \$3.00. The scene of this book is a small village. Among the characters are the parish priest, Don Camillo, a man to whom righteous indignation comes easily; the mayor, Peppone, a born fighter and the leader of the local Reds; and several robust villagers.

HABBERTON, WILLIAM, and ROTH, L. V. *Man's Achievements Through the Ages*. Chicago 6: Laidlaw Brothers. 1952. 800 pp. This book emphasizes the positive accomplishments of man which have improved and enriched both his physical and cultural condition. References to man's failures which have resulted in wars, suffering, and inequity, are made only when necessary to an honest and intelligible picture of man's progress. Two thirds of the book is devoted to the period from 1500 A.D. to the present. This emphasis reflects modern historical thinking which regards recent history as the most important to young people of today. The progress of man up to the Renaissance, however, is not neglected. This period is comprehensively treated in the first third of the text.

Teachers will find in it many valuable classroom aids. The exercises are constructed to help the pupil understand history and its relation to him. Diacritically marked footnotes give the pronunciation of unfamiliar words. Important summaries and charts are boxed off from the body of the text by black frames. Illustrations, which occupy more than a third of this text, add much to the understandability and interest of the book.

The entire text has vocabulary and sentence constructions which are easily mastered by average seventh- and eighth-grade pupils. The context itself is conversational, speaking to the reader personally.

HARDING, H. F. Editor. *The Age of Danger*. New York 22: Random House. 1952. 562 pp. \$2.45. The sixty-odd speeches in this book were given

during the last ten years—the years in which the crucial issues of today were being formed. The book deals with the basic issues of our times in such fields as foreign policy, domestic affairs, labor and industry, science, education, the arts, and religion. Conflicting view-points are presented in a balanced selection. Among the speakers represented in this book are Churchill, Truman, MacArthur, Acheson, Hutchins, Dulles, Eisenhower, Marshall, Harriman, Conant, Taft, Compton, Faulkner, Reuther, Murray, and others who are shaping events and opinions. To increase the usefulness of this book in the classroom the editor has prepared brief introductory notes, questions, and topics for discussions and speeches.

HEAL, EDITH. *The First Book of America*. New York 21: Franklin Watts. 1952. \$1.75. This book is an introduction to the history, drama and ideals of our country, its growth and search for a way of life, with scores of pictures and lively text on the legends, personalities, songs, and traditions that are America's heritage. While this book is written for young readers, many junior high school pupils will enjoy reading it.

HERZBERG, M. J.; GUILD, F. C.; and HOOK, J. N. *Better English, Grade 8*. Boston: Ginn and Co. 1952. 436 pp. \$2.28. Every pupil of whatever calibre profits by knowing (1) precisely what he is expected to do, (2) exactly how he should do it, and (3) to what extent he has succeeded. This book is a series of texts in composition for grades seven to twelve, organized according to these three fundamental steps in instruction. Every topic is divided into three parts: "Getting the Facts," "Using the Facts," and "Testing Mastery of the Facts."

Information that a pupil needs to handle any given problem in English Composition is presented under "Getting the Facts." In this section an example with the necessary explanation is followed by a series of questions which directs attention to the points that need to be mastered. When the student has answered these questions, he has derived his own version of the directions, or rules, with which "Getting the Facts" closes.

Next the pupil shows his command of the topic that he has studied. Through a variety of exercises in "Using the Facts" he demonstrates, to his own satisfaction and that of the teacher, that he understands the procedures with which any given problem deals.

In his final division of each topic, the student tests in a variety of ways his understanding and ability to apply what he has learned and practiced. He finds the errors in his work and corrects them. Thus, under "Testing Mastery of the Facts" he demonstrates that he now understands the problem and can use successfully the directions which he himself has developed and learned. Testing, improvement, and demonstrating mastery are the final steps in the organization of every topic with which the book deals.

This text for grade 8 is accompanied by a workbook of 174 pages.

HOLISHER, DESIDER; and BECKEL, GRAHAM. *Capitol Hill*. New York 21: Henry Schuman. 1952. 144 pp. \$3.50. Every day thousands of visitors from all sections of America come to Capitol Hill to catch a glimpse of Congress, the living symbol and supreme forum of our great democracy.

One hundred photographs, taken especially for this book, accompanied by a text, gives a comprehensive and intimate view of Congress—its everyday bustle, its splendor, its historic background.

Mr. Holisher approaches Capitol Hill as an expert photographer and writer and with a profound appreciation of American citizenship.

Mr. Beckel views Capitol Hill from his experiences as a teacher of history in American schools and colleges—sifted through the hopes and aspirations of his students.

The result is a portrayal of Congress as a human institution. Senators and Representatives, officers, citizens, and school groups are all shown here as they throng the halls of our national legislature.

HORNER, E. D. *Jungles Ahead*. New York 10: Friendship Press. 1952. 118 pp. \$1.25, paper; \$2.00, cloth. The six principal characters in this collection of real life stories were chosen from the many African Christians whom the author knew personally during her years as a missionary. She has etched with razor sharpness their personalities, their social problems, their development in jungle villages and cosmopolitan centers, and their tremendous capacity for spiritual growth and maturity.

HOUGH, S. B. *Frontier Incident*. New York 16: Thomas Y. Crowell Co. 1952. 182 pp. \$2.75. In this suspense novel, eight men and women—Americans, Englishmen, and Arab, and an Indian—fight a tense battle of wits with a merciless Russian cross-examiner.

Linked to each other only by their inside knowledge of the Near East oil fields, this mixed group of people is—abruptly—kidnaped during a stopover in the Persian desert. Flung into a cramped prison awaiting disposal, they have no idea what has happened or why they are being held captive. Gradually through Smythe who, for an unexplained reason, is singled out by their captor for questioning, they begin to get an inkling of the situation. A local revolution in which the Russians have emerged victorious has suddenly swept the country. With the New Order, it is now the job of the interrogator to decide the fate of all involved.

HUGHES, RUPERT. *The Triumphant Clay*. Hollywood 27, Calif.: House-Warden Publishers. 1952. 252 pp. \$3.50. This book portrays all aspects of human behavior. The people in the story live to the full of life.

The hero, David Vibbard, is an architect who visits his maiden aunt on her farm in Westchester County not far from New York City. He goes there seeking a commission to design a palace for the rich and lawless Mary Sprague, and falls under the spell of her fiery charm. But he is also fascinated by an unforgettable Polish peasant girl, Aniela. In complete contrast is a third woman, Hazel Alle, who makes almost a vice of virtue.

HUNTER, EVAN. *Find the Feathered Serpent*. Philadelphia: John C. Winston Co. 1952. 208 pp. \$2.00. When the strange hourglass-shaped time machine crashed out of the twentieth century and into the Caribbean Sea of fourteen hundred years ago, Neil Falsen realized how unprepared he was to head the expedition that his father had organized back through time. Of the four men who had flown through centuries to solve the mystery of an ancient Mayan god, two had died in the shattering crash. Only Neil and the ship's pilot, Dave, remained to cope with the language and customs of a people who had disappeared into the darkness of history.

One of history's most intriguing suppositions forms the basis for this tale of the secret behind the legend of a lost civilization.

IRWIN, MARY. *American Universities and Colleges, Sixth Edition*. Washington 6, D. C.: American Council on Education. 1952. 1117 pp. \$10.00. This sixth edition contains material of 904 universities and colleges, 83 of which have been accredited since 1948. The first edition contained 399 listings while the fifth had 821. The book is divided in two parts, and has appendixes and indexes. Part I is composed of six articles: "Education in the United States" by Lloyd E. Blanch, "The American College" by John Dale Russell, "The American University" by Lloyd E. Blanch and Donald H. Daregherty, "Recent Trends in Higher Education" by Francis J. Brown, "The Foreign Student in the United States" by Kenneth Holland, and "Professional Schools." Part II contains only institutions with liberal arts programs accredited by one of the six accrediting associations or by the National Association, which accredits colleges of teacher education. The institutions are classified alphabetically by state and by name. Each includes information on program, entrance and graduation requirements, fees, staff, degrees conferred, foreign students, enrollments, student aid, ROTC units, finances, etc. All accredited colleges and universities in the United States, Alaska, Hawaii, and Puerto Rico are included. In addition, 1812 professional schools in twenty fields are given brief treatment in the chapter by that name.

JACKSON, H. H. *Ramona*. New York 10: Globe Book Co. 1952. 377 pp. \$1.47. This classic, adapted by Olive Eckerson, retains the original chapter divisions. The dialect of the white settlers has been simplified and descriptive passages have been shortened.

JENNINGS, JOHN. *The Strange Brigade*. Boston 6: Little, Brown and Co. 1952. 368 pp. \$3.50. This book is the love story of young Malcolm MacAllister, an itinerant schoolmaster; Jeannie, the bewitching daughter of pastor Alec MacLean; and handsome Andy Ross, a giant Scotch-Canadian lad.

Two events in 1813 set in motion the exodus from Scotland: landholders evicted their tenants in great numbers to throw open their lands to shepherding; and the great Hudson's Bay Company, locked in a deadly feud with the North West Fur Company for control of the Canadian fur lands, sought to make secure its holdings by importing farmers and artisans to the New World.

JONES, RAYMOND. *Son of the Stars*. Philadelphia: John C. Winston Co. 1952. 220 pp. \$2.00. A young visitor from outer space meets his earthly counterpart in this novel. How worried authorities turn their friendship into treachery that brings earth to the brink of destruction makes a tale that is filled with drama and excitement.

JORDAN, ELIJAH. *Business Be Damned*. New York 21: Henry Schuman. 1952. 283 pp. \$4.00. This book gives particular attention to the process by which every profession has been converted to a greater or lesser degree, into business. The author's quarrel is not with the American businessman, whom he regards as one of the chief victims of the business process nor does he join those critics of American business who make the giant business their chief target. On the contrary, in an original

analysis of the origin and nature of the corporation, he indicates that it is through the corporation, reintegrated into American life in new relationships and responsibilities, that one may hope for a sane reconstruction of our industrial system. Recent and current attempts to check corporation growth are seen as both harmful and futile.

KAUCHER, DOROTHY. *On Your Left, the Milky Way*. Boston 20: Christopher Publishing House, 1952. 308 pp. \$4.50. The author presents a vivid description of her flying experiences and of the people with whom she came in contact. She states her reason for writing the book was to relieve some incidents and to recreate some characters which have been heartening proof that the American tradition, based on humor and courage, is not a puny thing.

KREPS, C. H., JR. Editor. *Federal Taxes*. Reference Shelf Series. New York 52: H. W. Wilson Co. 1952. 183 pp. \$1.75. The book is a compilation of the opinions of recognized authorities. The editor has made an impartial selection to present in their own words the arguments of the leaders of different schools of political and economic thought. Articles by Mather Woll, Vice President of the A. F. of L.; John W. Snyder, Secretary of the Treasury; Stanley H. Ruttenberg, Director of Education and Research, C. I. O.; and Charles R. Sligh, Chairman of the Taxation Committee of the National Association of Manufacturers, are among the twenty-seven in the book covering many phases of this pressing—and painful—problem.

The editor introduces each of the four major divisions with comments tying the whole together. The headings suggest the scope: Magnitude, Purposes and Effects of Federal Taxation; Equity in Taxation; Distribution of the Burden; Taxation, Defense and Inflation; and Should Federal Tax Powers be Limited?

KROLL, F. L. *Young Sioux Warrior*. New York 10: Lantern Press, 1952. 190 pp. \$2.50. How Great Bear trained his little grandson and how together they tracked a horse thief who stole their horses; how the courage, determination, and ability of Little Bear saved the entire tribe, make absorbing, exciting reading, and when at length Little Bear is finally called "warrior," the reader has an authentic, historically accurate picture of the real life of a boy in an Indian tribe.

LAPMAN, MAURICE. *Robin Hood*. New York 10: Globe Book Co. 1952. 304 pp. \$1.84. Here are stories of Robin Hood adapted for school use and written in an easy reading style. Difficult and unfamiliar terms are footnoted. As a result, the book is one that will provide interesting reading for seventh and eighth grade pupils as well as sixth grade pupils since the vocabulary used is within the level of this age group.

LASLEY, S. J.; and MUDD, M. F. *Forms for Practice*. New York 11: Prentice-Hall, 1952. Unpagged. This book contains the forms and other necessary materials to be used with the *New Applied Mathematics* and *Arithmetic in Life Work* texts published by the authors.

LATHAM, PHILIP. *Five Against Venus*. Philadelphia: John C. Winston Co. 1952. 214 pp. \$2.00. This is a novel full of mystery and suspense about an average American family stranded on the weird and unexplored planet of Venus. Unsure of the planet's oxygen supply, tortured by ultra-sonic waves emitted by man-size batlike creatures, faced by

carnivorous plants, the Robinsons become the focal point of this science story.

LAW, F. H. *Great Lives*. New York 10: Globe Book Co. 1952. 373 pp. \$2.00.

This book includes the biographies of 30 famous persons. The stories tell about their childhood and schooldays and how they became great. Each biography tells about the reasons that led to the high ideals, the particular ambitions, the conquering of difficulties, and the making of success, even though the person himself at the time may have thought his life a failure.

LEEMING, J. F. *The Natives Are Friendly*. New York 10: E. P. Dutton and Co. 1952. 222 pp. \$3.00. How would you react to the command to throw three quarters of a million dollars into the ocean?

That was but the first of many problems faced by the author, and solved by the grace of an inexhaustible sense of humor. The author was flying with Air Marshal Boyd to Cairo when they were forced down in Sicily and taken prisoner. They were carrying the air force payroll of £ 250,000, and it was Air Marshal Boyd's command to the author that he throw it into the sea. Being of Scotch ancestry, quite apart from the magnitude of the deed itself, caused the author to be more than a little disturbed.

LESSER, MILTON. *Earthbound*. Philadelphia: John C. Winston Co. 1952. 208 pp. \$2.00. Bitter disappointment, to a youth whose father had been one of the first space captains, motivates this tale of the future. Studded with detail of the spaceports, ships and men that handle interplanetary flight, this story is the very human drama of a disillusioned cadet forced by circumstances to help plunder the very space liners he was trained to protect.

LEWIS, ALFRED. *Treasure in the Andes*. Nashville 2, Tenn.: Abingdon-Cokesbury Press, 810 Broadway. 1952. Junior high school pupils will enjoy following the hero, Pepito, through his very different daily life in a one-room adobe house in the mountains in Peru. On an adventurous trip into the mountains Pepito and his father encounter a vicuna, escape a landslide, and discover the rock which means silver. Pepito has some artistic ability and, with the help of a Spanish señor, learns to draw the wonderful mountains and lakes and the small objects of his world. There is a warm family feeling in the book and a love of nature that will make our American children feel very close to this other kind of American and his land. A glossary of the Spanish terms which appear in the text is included.

LEWIS, BEN W. *British Planning and Nationalization*. New York 18: Twentieth Century Fund, 330 W. 42nd St. 1952. 325 pp. \$3.00. The book explores a number of selected areas in which, since 1945, the Labor government of Great Britain has undertaken positively to control the economic life of the nation. The first chapter is concerned with the way in which Britain's formal economic planning machinery operates. Chapters that follow deal with nationalization, town and country planning, distribution of industry, the national health service, housing, and agriculture.

Professor Lewis's conclusions probably will not seem wholly satisfactory either to the strong enemies or fast friends of the British experiment undertaken by the Labor Party during the six years it was in

power. Dr. Lewis describes the program of the Labor government as "no coolly calculated, finely drawn socialist blueprint; this is plain, democratic muddling of a fairly high quality." On the question of what changes are likely to be brought about by the Conservative government, which came to power last fall after the major portion of the book was completed, Dr. Lewis says: "The new government may discontinue one of Labor's programs (nationalized steel) and may modify others, and its administration of some of the programs will be characterized by restrained enthusiasm. Irrespective of parties and governments, however, large-scale nationalization and peace-time planning are almost certain to be continued indefinitely as integral features of the British economy."

Evans Clark, Executive Director of the Twentieth Century Fund, says in his Foreword: "The Fund hopes that this brief summary of recent British economic history will help Americans to comprehend what has happened there and its implications—for Great Britain and for the United States in its relations with Great Britain, our closest foreign friend and ally."

MALVERN, GLADYS. *Tamar*. New York 3: Longmans, Green and Co. 1952. 212 pp. \$2.50. Tamar is the only daughter of the rich and powerful ruler of Capernaum. Soon she will wear the veil of grown-up womanhood, in the tradition of her people. Then suddenly and subtly, her whole secure and narrow life begins to change.

She falls in love, at first sight, with the handsome young Roman who has come to live at the barracks and though this is sinful, for he is a heathen, she cannot keep her thoughts from him. Then, in the beautiful city by the sea, word of the new teacher from Nazareth begins to circulate. Several of the men from Capernaum have become his students. Tamar herself is touched by the power of this young rabbi; opinion throughout Israel is sharply divided for and against him, for no one, it seems, can ignore his compelling and strangely exhilarating presence. Tamar, and then her family, come to believe in him without question.

MARSH, I. T.; and EHRE, EDWARD. Editors. *Best Sports Stories*. 1952. New York 10: E. P. Dutton and Co. 1952. 336 pp. \$3.50. The eighth annual collection of the best sports writing and sports pictures covers every major field of athletics. The editors have selected the best of newspaper and magazine sports writing, and news photographs.

As in previous years, the three distinguished judges—Franklin P. Adams, John Chamberlain, and Quentin Reynolds—have chosen this year's prize winners.

There are forty stories, plus the section "For the Record," which includes a complete listing in "Champions of '51" in every sports division from archery to yachting. The section entitled "Who's Who in Best Sports Stories—1952" lists alphabetically all of the sports writers represented in this volume, giving brief biographical sketches of each. Then follow reproductions of the Year's Best Sports Photographs.

MARSHALL, ANN. *Success at Your Command*. Hollywood 27, Calif.: House-Warden, Publishers, 2338 Hollywood Blvd. 1952. 47 pp. This is a book of 43 short essays dealing with one's qualifications for success.

MCCORMICK, WILFRED. *Eagle Scout*. New York: G. P. Putnam's Sons. 1952. 184 pp. \$2.50. Bronc and his friends from Sonora are members of the Sonora Scout Troop, and, with the troops from other parts of the country, are in the field competition at the big Scout Ranch near Cimarron, New Mexico. Bronc and his fellow Explorer Scouts get into trouble right at the start, largely through a series of practical jokes that Fat Crompton plays on Bronc. Bronc's chances for earning the two additional merit badges that will bring him the coveted Eagle Scout designation appear very dim, and the Sonora Troop almost loses out completely. In the end, however, by his quick thinking in an emergency, Bronc saves the day for himself and his fellow scouts from Sonora.

McGEE, D. H. *Sally Townsend, Patriot*. New York 16: Dodd, Mead and Co. 1952. 284 pp. \$2.75. In the early 1770's, Sarah Townsend, daughter of Samuel Townsend, a merchant of a distinguished Long Island family, was growing up in Oyster Bay, never dreaming of the part she would play in the troublous times that lay ahead for Queens County and the Crown Colony of New York.

When Long Island fell to the British less than two months after the Provincial Congress of New York, of which Mr. Townsend was a member, had ratified the Declaration of Independence of the new Republic, Sarah and her family were forced to play "Tory" roles. Desperate at not even being able to admit her sympathies for the American cause for fear of retaliation on her father, Sarah gathered information from the British officers at Oyster Bay for her brother Robert who, unbeknown to her, was "Culper, Jr." head of General Washington's secret service in New York.

Obtaining intelligence from the high-ranking enemy officers who came to Oyster Bay was dangerous work, and Sarah had frightening decisions to make—especially where Major André, Adjutant-General of the British Army in America, and Colonel Simcoe of the Queens' Rangers were concerned. How she helped to save West Point from falling to the British and the young Republic from a possible death blow is a thrilling story.

MILLER, J. W. *Helen of Troy*. Boston 20: Christopher Publishing House. 1952. 124 pp. The author presents an entirely new conception of the Homeric love legend in which Helen of Troy emerges in believably, modern psychological motivation without any sacrifice of the ancient glamour of her story. In this modern play, Helen comes to life as the protagonist of her own story—a woman of a complex and sympathetic nature with a will of her own—yet driven by the implications of her perfect beauty.

MITCHELL, ISLA. *Irish Roundabout*. New York 16: Dodd, Mead and Co. 1952. 282 pp. \$2.75. This is the lively and illuminating account of the happy and often hilarious visit of a young brother and sister to the land of their forefathers—Ireland, that "little bit of Heaven."

From the moment that they are plunked into a small launch and taken up the River Lee to Cork until they fly back home to America, their visit is crammed to the brim with the kinds of experiences that make Ireland so very different from other English-speaking countries.

O'CONNOR, R. J., and O'DALY, E. C. *Enjoy Your Driving*. New York 11: Oceana Publications, 43 W. 16th St. 1952. 144 pp. \$2.00 cloth. Student driver education is being introduced into many high schools throughout the country. This is one new subject which no one refers to as a "fad" or "frill." The frightening rise in the number of fatal accidents and the increase in liability insurance rates have aroused the public. The terrible harm done by reckless teen-age drivers, and the many inexperienced adult drivers has convinced everyone that students must be taught the rules of the road in school. This text was written by professional people for school use. The approach is designed to catch and hold the attention. There is no dull lecturing, but challenging, stimulating presentation which prods the student into thinking for himself. The technical material is presented clearly and simply so that the student of average or below average reading ability will read it easily. There is a quiz at the end of each chapter. It is not a text, in the traditional sense, but an amusing game. Suggested activities are designed to promote experiential learning projects, excursions, practical inquiry, and subjects for discussion are suggested in a form which will make students want to learn more.

This book is essentially in the social studies field. It is designed to promote good citizenship, and the realization that each individual must contribute to the safety and well-being of society, which is the essence of democracy. Maps give a concrete stimulus to the study of the geography of the United States. An understanding of law as protecting the best interest of every citizen is an inevitable outcome of reading this book.

The short paragraphs, the vocabulary, the quiz at the end of each chapter, and the illustrations make it a valuable tool in improving the reading ability of the adolescent. Suggested discussions provide further integration in the language arts. This is a new subject for most schools. It is one that we must teach, and teach well. It is a challenge to the schools to help solve a serious problem of our modern mechanical world.

This is tested material, written after ten years of experience in teaching the subject to high-school boys and girls. A text book which the students like and can read insures a successful course.

PATRICK, C. H. *Alcohol, Culture, and Society*. Durham, N. C.: Duke University Press, Box 6697, College Station. 1952. 176 pp. \$3.00. This book is developed upon the theory that the problem of alcohol must be studied in its cultural context if it is to be understood. The author believes that "we shall be able to develop a satisfactory plan of alcohol control in America only as we take into account the cultural factors of which our inebriacy rates are the inescapable resultant."

PAYNE, ROBERT. *Journey to Persia*. New York 10: E. P. Dutton and Co. 1952. 256 pp. \$3.75. In this book the author describes a journey he took to Persia in the spring of 1949 on the behalf of the Asia Institute of New York.

POOLEY, R. C.; BLAIR, WALTER; HORNBERGER, THEODORE; and FARMER, PAUL. *The United States in Literature*. Chicago 11: Scott, Foresman and Co. 1952. 736 pp. \$3.72. This book tells the vibrating, human story of our country in a four-books-in-one survey of American life, literary figures, and literary types. Each of the four big sections

begins at America's beginning and serves as a fresh approach to its people and its writing.

The first two sections are "The Growth of Our Nation," a chronological presentation of the people moving, setting, expanding America, and "The Development of American Ideals," tracing American beliefs. The third sections, "Men and Books," is a study of America and Americans through the lives and words of six representative literary men, and the fourth, "Changing Literary Patterns," reveals America through its evolving types of literature.

PRESCOTT, J. B. *The Beautiful Ship*. New York 3: Longmans, Green and Co. 1952. 182 pp. \$2.50. There never was a ship like her, Eric thought. She wasn't so good-looking after all her years in the Lake Michigan fishing fleet, but she was sturdy and trustworthy. Eric liked the feel of her, so he bought the *Good Hope* and set up in the fishing business for himself—risky at best, and this was a bad season.

RAE, WALTER. *Editing Small Newspapers*. New York 17: William Morrow and Co. 1952. 214 pp. \$3.00. The author combines solutions for problems of organization, reporting, and editing on school papers, professional weeklies and small dailies. The volume provides a handbook for staff members and advisers of school papers, and for beginners on weeklies and small dailies. And there are more than 25,000 school papers in the United States below the college and university level. More than half a million boys and girls work on them. The author book, first published in 1943, has been revised in 1952 for new techniques and processes.

ROSS, EMORY. *African Heritage*. New York 10: Friendship Press. 1952. 146 pp. \$2.00, cloth; \$1.25, paper. The author sums up the basic conflicts and drives which are affecting the lives of about 154 million Africans south of the Sahara. He shows explicitly how this huge population, gripped in a triangle of forces, is reacting today.

ROSSEL, JOHN. *This Too Is America*. New York 1: William-Frederick Press. 1952. 228 pp. \$3.00. This is a long prose-poem whose chief motivating force is the author's interest in human beings—not in humanity as a vague abstraction but in actual men and women.

ROUSSE, T. A. Editor. *Political Ethics and the Voter*. Reference Shelf Series. New York 52: H. W. Wilson Co. 1952. 181 pp. \$1.75. Stuart Chase, Paul H. Douglas, William Fulbright, Herbert Hoover, David Lawrence, and Dorothy Thompson are among the leaders of public opinion whose articles appear in the book. The overall picture is not pretty, but it has been worse. Human nature and the high percentage of citizens who declaim loudly but fail to vote are the principal offenders.

Contributing factors are, of course, multi-billion dollar budgets, the spoils system, and the practice of paying off political debts with high offices. The effects of pressure groups, underworld tie-ups, and large campaign contributions are also shown.

RUCHLIS, HYMAN; and LEMON, H. B. *Exploring Physics*. New York 17: Harcourt, Brace and Co. 1952. 650 pp. \$3.96. This high-school physics text is divided into seven units: "The Science of Physics," "The Machine Age—Force and Motion," "Heat Energy—The Motion of Molecules," "Found Energy—The Motion of Vibrations," "Electrical Energy—The Motion of Electrons," "Light Energy—The Motion of

Electromagnetic Waves," and "Atomic Energy—The Motion of Nuclear Particles." Every effort was made to present a thorough coverage of all standard topics that make up a good high-school physics course of instruction. Starting with the familiar, the pupil is led, step by step, to the foundation and broad application of the basic laws of physics. In every unit the study of physics is shown to be an interrelated study of matter and energy; the culmination of this approach is the study of atomic energy in the concluding unit. Technical terms necessary for a thorough grounding in introductory physics are defined and pronounced in context and made part of the student's working vocabulary. Each important concept is presented visually whenever possible, and each illustration is treated as an integral part of the written text.

SCHOLES, P. A. *The Concise Oxford Dictionary of Music*. New York 11: Oxford University Press, 114 Fifth Ave. 1952. 656 pp. \$6.00. There are short biographical entries about performers, both vocal and instrumental, conductors, music critics, and librettists, particular attention being paid to living musicians. These entries constitute a musical Who's Who of some 3,500 entries, among which will be found such famous names as Marion Anderson, Geraldine Farrar, Fritz Reiner, and Ezio Pinza. Another notable feature is the collection of Tables of Notation and Nomenclature that precedes the alphabetical entries. These list the names in various languages of notes and rest values, time and key signatures, and expression marks.

All in all, the present book contains a total of nearly 10,000 entries together with some thousands of cross-references which make all the information given in its 685 pages easily and quickly accessible. Diagrams and explanatory drawings are used to elucidate the text where needed, as well as illustrative passages in musical notation.

SELTZ, DAVID. *125 Ways to Make Money with Your Typewriter*. Cleveland 2, Ohio: World Publishing Co. 1952. 126 pp. \$2.00. Every one of the 125 plans that the author suggests has already been tried and found to be a money-maker, yet most of them are simple enough to be used successfully by the least experienced of typists.

At the present time many intelligent and alert men and women, faced with a constantly increasing rise in the cost of living, have worked out ingenious plans for making extra money. The author has sifted out the best of these ideas and presented them here in compact form.

SHEIBLEY, M. M. *Accent on Liberty*. New York: Friendship Press. 1952. 150 pp. \$2.00, cloth; \$1.25, paper. The book contains thirteen stories based on the denial of the human rights set forth in four documents: the Declaration of Independence, the Bill of Rights, *To Secure These Rights* (the report of the President's Committee on Civil Rights), and the Universal Declaration of Human Rights of the United Nations. Some of the stories had their origin in personal experience, others in personal research, and still others in the records of yesterday and today. Basically they are authentic, though in some cases the skeleton outline has been developed, of necessity, fictionally.

SIMON, EDITH. *The Golden Hand*. New York 19: G. P. Putnam's Sons. 1952. 501 pp. \$4.00. Here is an unusual, intensely interesting historical novel worthy of the master of historical fiction, Sir Walter Scott, himself.

All of the rich pageantry of life in fourteenth century England is displayed with color and infinite detail. The strange and mysterious activities of lords and peasants, monks and priests, freemen and bondsmen, are told in wondrous detail as well as the everyday occurrences of life in old England. It is rather difficult to follow the story because of the many and varied characters—high and low—and because of the tremendous amount of detail, chronicling the lives of all of them. The main event is the building of the great cathedral but the story is, in brief, something like a total recall of 14th century England, told in the violent shape of mass adventure, with a quiet detail of individual tragedy.

SMITH, A. H.; BAHR, GLADYS; and WILHELMS, F. T. *Your Personal Economics*. New York 18: McGraw-Hill Book Co. 1952. 460 pp. \$2.40. This text on consumer problems brings to 9th and 10th grade students clear understanding of the basic problems faced by consumers. It emphasizes the development of *right attitudes*—a background of understanding that will enable the student to handle both his immediate consumer problems and those he will meet later in life. The book treats the choice of a right vocation; getting and holding a job; budgeting; saving; good shopping techniques; using banks and credit; intelligent buying and spending; buying insurance; investing; and renting or owning a home. It presents an entire section dealing with protection for consumers.

SMITH, R. C. *Human Crisis in the Kingdom of Coal*. New York: Friendship Press. 1952. 114 pp. \$2.00, cloth; \$1.25, paper. The aim of this book is to present the coal miner's situation not as a battle field between labor and management (which has been done often enough), but as an area of human life that can be enormously improved by the determined application of Christian principles in joint community and joint labor-management effort. After a detailed series of chapters on the miner's drastic situation, the author reveals—first—the remarkable story of what has already been accomplished by such joint effort, and—secondly—what can be further accomplished with the aid of church-minded and community-minded men and women inside the mining areas and out.

STODDARD, F. R. *The Truth About the Pilgrims*. New York 22: Society of Mayflower Descendants in the State of New York, 122 E. 58 St. 1952. 206 pp. This book is the result of several years of research. It answers many of the questions that constantly arise concerning this group of people.

STRODE, HUDSON. *Denmark Is a Lovely Land*. New York 17: Harcourt, Brace and Co. 1952. 304 pp. \$4.75. The author of this book relates many interesting facts about this country of rune stones and moated castles, of Diesel engines and *smørrebrød*; of gymnasts, mariners, and summering storks; of Hans Christian Andersen, Kierkegaard, and physicist Niels Bohr. Because of its concern for the social welfare of its citizens of all ages, and its respect for the individual, Denmark, he says, is "democracy at its best." One unusual feature of his book is an intimate portrait of Baroness Blixen (Isak Dinesen), author of *Seven Gothic Tales* and other well-known books.

SWIGGETT, HOWARD. *The Extraordinary Mr. Morris*. Garden City, N. Y.: Doubleday and Co. 1952. 449 pp. \$5.00. Gouverneur Morris has been largely ignored by historians, possibly because of his love of pleasure

and high living. History teaches us about most of the important characters in the American Revolution, but very few know that it was Morris who wrote the final version of the United States Constitution. This book is an attempt to give Gouverneur Morris his proper place in history. Though he was never in uniform, he performed many services for his friend, George Washington, and secured supplies for the armies. He was U. S. Minister to France on the eve of the French Revolution and sets down in his voluminous diaries all that he saw, heard, and felt during his stay in France. A bachelor most of his life, he married late and spent his declining years in and around New York. For the general reader, the interest of this book does not lie in the number of newly-discovered letters, diaries, and other papers used in his writing, although there were many. Instead, it is the fresh and vivid treatment of such material that is unique—the recognition that there was far more than politics, finance, and diplomacy in the lives of the patriot leaders—and particularly in the life of the extraordinary Mr. Morris.

TAX, SOL, *et al.* *Heritage of Conquest*. Glencoe, Ill.: The Free Press. 1952. 312 pp. \$5.00. This volume represents an attempt by a group of specialists in Middle American Anthropology to set forth what they have learned of the peoples and cultures of Middle America. These specialists are from both North and Middle America.

The first section of this volume is devoted to a survey of the general characteristics which distinguish Middle American cultures from those North and South of them. In the second section, particular aspects of culture are examined, of which regional and other distributions are noted, and some attempt is made to indicate the overall pattern. The third section returns to more general discussion with some tentative conclusions as to the courses of cultural change and the persistence of pre-Conquest cultural elements.

TAYLOR, R. L. *Winston Churchill*. Garden City, N. Y.: Doubleday and Co. 1952. 433 pp. \$4.50. Mr. Taylor is a successful writer, being a regular contributor to *The New Yorker*, and those who read this book will know why he has kept his *New Yorker* audience. It would seem impossible for anyone to write an uninteresting book about anyone so dynamic and controversial as Winston Churchill; Mr. Taylor has done his excellent best to make this an interesting, informative, readable, and thoroughly enjoyable biography. Crowded with anecdotes, this book covers the full span of Winston Churchill's life, tracing in detail his family background and heritage, and the zest for living which both explains and motivates this amazing man. There is a wealth of information and entertainment in this skillful but affectionate dissection of a great leader, with a new approach which American readers never have had before.

THAYER, A. C. *Holiday In England*. New York 16: Dodd, Mead and Co. 1952. 240 pp. \$2.75. This is not just a guide book full of data and dates, descriptions and directions; rather it is an invitation to the enjoyment of a wonderful country in a true holiday spirit and to the understanding of a people linked very closely to us by many ties.

TOWER, M. E. *Basic Aeronautics*. Los Angeles, Calif.: Aero Publishers, 2162 Sunset Blvd. 1952. 252 pp. \$3.70. Because of the wide acceptance

by educators of his laboratory workbook entitled *A Student Guide for Aeronautics*, the author has followed a parallel approach in preparing this new volume and has utilized hundreds of functional drawings, illustrations, and photographs to augment the discussions of the text itself. Captions and call-outs on the figures further help to enhance the presentation. Since aviation has an extensive vocabulary of its own, the author has deemed it advisable to emphasize each new term by capitalizing it when it is first used in the book. Each new vocabulary word is thus given added attention during the first few times it appears, thereby helping the student secure a working knowledge of each different phase of his studies. The vocabulary level is intended for the average student, thus assuring complete understanding by the majority of pupils.

The book was basically designed as a school book to be used in introducing the fundamentals of aeronautics to our young people; however, the general presentation is such that it can be of great value to anyone who is interested in securing a knowledge of this great industry.

TURNER, ANNETTE. *Choosing the Right College*. New York 16: Harper and Brothers. 1952. 150 pp. \$2.50. After an initial discussion of what a college education offers and requires of the student, the author considers first the immediate practical questions of individual need: how scholarship and job opportunities can help finance a college career; how to decide about location and size of the college; the matter of religious affiliations; the pros and cons of fraternities and sororities. The book then enumerates reliable ways of rating a college and the important steps toward admittance.

Here are outlined the economic, academic, and social facts of campus life—in the university, the independent "coed" college, colleges for men only, junior and community colleges, specialized colleges, and colleges for specific careers. In each case an illustrative list of representative colleges is included.

UNESCO. *Study Abroad*. New York: United Nations, Educational, Scientific and Cultural Organization. 1952. 328 pp. This fourth edition of *Study Abroad, International Handbook of Fellowships, Scholarships and Educational Exchange* contains information on international educational and training programs for 1951-52 and 1953-54. The volume is subdivided into three parts: (I) commentaries on fellowship programs; (II) the list of fellowships and scholarships offered in 1951-52; and (III) a report contributed by the ILO on opportunities for young workers and students to receive vocational and technical training abroad.

WAGENHEIM, H. H.; BRATTIG, E. V.; and FLESCH, RUDOLF. *Read Up on Life*. New York: Henry Holt and Co. 1952. 508 pp. This book is a selection of various types of literature, selected as representative of American writings. Part One contains selections under the title "The Younger Set"; Part Two, "Bag of Surprises"; Part Three, "Fair Play—and Foul"; Part Four, "Sidelights on America"; Part Five, "Life with Parents"; Part Six, "Facing Life"; Part Seven, "This Wide World"; and Part Eight, "The Things that Count." In addition, each selection includes a number of thought questions and a thought provoking introduction. Each Part includes the following discussions and suggestions: Think for Your-

self, Share Your Ideas, Things to Do, and a list of suggested books for additional readings.

- WAPEN, J. A. and LAYTON, L. S. *Julius Caesar* by William Shakespeare. New York 10: Globe Book Co. 1952. 100 pp. \$1.56 single copy; \$1.14 ten or more copies. The authors have provided an adaptation of this famous play so that a student of average intelligence and average cultural background will be able to understand and appreciate the play with reasonable ease and without dependence upon frequent footnotes or reference materials.

This method of revision involves the modernization of obsolete words and expressions, the simplification of vocabulary difficulties, the deletion of some obscure passages and the clarification of others, and the use of punctuation designed to facilitate comprehension. For purposes of continuity and pace, they have combined Scenes I and II of Act IV and omitted Scene II of Act V. They attempt at all times to retain the original text where possible, to keep modifications of famous speeches to a minimum, and to retain the flavor of the poetry by careful choice of substitutions with regard to poetic tone and metrical pattern.

Footnotes are kept to a minimum by the simplification of the text, detailed introductions to each scene, and expanded stage directions.

Finally, for ease of reference in teaching, each printed line, whether of five feet or less, is numbered as one line, except where limitations of space force it to run over.

- WARNER, OLIVER. *Joseph Conrad*. New York 3: Longmans, Green and Co, 196 pp. \$1.85. This volume tells of the life of Joseph Conrad and, in addition, presents a critical assessment of his work. Other books in this series include *Bernard Shaw* and *Christopher Marlowe*. Volumes in process of preparation are: *Robert Browning*, *Daniel Defoe*, *William Wordsworth*, *Charles Dickens*, *Walter Raleigh*, *Geoffrey Chaucer*.

- WILKINSON, CHARLES. *Oklahoma "Split T" Football*. New York 11: Prentice-Hall. 1952. 256 pp. \$3.95. How the Oklahoma "Split T" operates and how it can work wonders is told and pictured by the man whose achievements as head coach in five short years have won him the admiration of the football world. Charles "Bud" Wilkinson holds nothing back, leaves nothing out in his complete analysis of the newest and most sensational offensive formation. This is the formation that enabled his Oklahoma Sooners to set an amazing record of 31 straight wins without a loss in major play of modern times...that brought him the coach-of-the-year award in 1949...and that placed his team in the nation's No. 1 spot in 1950. Questions which arise about his offense are answered and illustrated by photos (totaling 20 pages) and diagrams (nearly 100). This makes it possible even for the coach who has little or no experience with the formation to teach it to his team or to set up a defense against it. Describing the Oklahoma Split T with the rare skill with which he coaches his record-smashing teams and with which he conducts the many clinics, the author covers the system's fundamentals and traces every move of each key man. For example, he uses several hundred words just to cover the exchange of the ball between center and quarterback.

- WOODWARD, W. E. *Years of Madness*. New York: G. P. Putnam's Sons. 1952. 312 pp. \$4.00. The story begins with those colonial divergences

which became fundamental differences between North and South. The author discusses the various views of plantation slavery, the poor Southern white, the Northern worker, and the free farmer, pointing up the striking economic changes that transformed America in the first half of the 19th century. In his discussion of the turbulent years of the 1850's the author shows how completely the politicians failed to recognize that America was going through a second Revolution. Then follows the onset of the brothers' war, with both sides completely unprepared to fight. Military events, generals, campaigns, political maneuvers are evaluated. The great personalities of the period—Lincoln and Davis, Grant and Lee—as well as the intrigues of finance and diplomacy behind the front lines, all come vividly to life. There are sidelights on such matters as emancipation, draft riots, the hostility of some Southerners to their own cause, profiteering, and radical opposition. The two concluding chapters, with a provocative picture of Thaddeus Stevens, disclose the spirit of hate, the cruelly selfish abuse of statecraft, and the sorry aftermath of Reconstruction in the blighted South and the morally corrupted North.

WYATT, GERALDINE. *Sun Eagle*. New York: Longmans, Green and Co. 1952. 172 pp. \$2.50. A terrible struggle goes on in the mind of Painted Hair. The Comanches, who captured him in early childhood, have become his people; he loves Indian ways and the old medicine man who gave him his famous racing pony for a parting gift. But his heritage is white, and Painted Hair, as Brit Mason, has taken the trail with Jesse Chisholm, a trader, known and loved among the Indians as straight of tongue and wise in the ways of the trail.

WYNDHAM, LEE. *Slipper Under Glass*. New York: Longmans, Green and Co. 1952. 182 pp. \$2.50. "Ballerinas are born!" Madame Svetlana has said. And Maggie Jones, during seven years of ballet training, has dedicated herself to the dance. More than anything she longs for the day when she can be, as Magda Jonescu perhaps, premiere danseuse with a famous company.

Pamphlets for Pupil and Teacher Use

- Administrative Women in Higher Education*. Washington 6, D. C.: National Council of Administrative Women in Education, NEA, 1201 16th St., N. W. 1952. 29 pp. 25¢. Report of a survey of number, types of positions, and regional differences in employment of women administrators in education.
- American Chemical Society, 1155 16th St., N. W., Washington 6, D. C., Publications of.
- Careers in Chemistry and Chemical Engineering*. 94 pp. \$1.00.
- The Chemical Profession*. 40 pp. 25¢.
- Shall I Study Chemistry?* Single copy free.
- Vocational Guidance Literature*. Leaflet. Free.
- American Educational Catalog, 1952*. New York 19: R. R. Bowker Co., 62 W. 45th St. 1952. \$1.00. Author Index. Books classified by subject.
- And Crown They Good*. Cambridge 38, Mass.: Civic Education Project, 5 Chauncy St. 1952. 70 pp. *Hints and Helps*. 16 pp. The concept of brotherhood and civil rights in American citizenship.

Annotated Civil Defense Bibliography for Teachers. (TEB-3-2) Washington 25, D. C.: Supt. of Documents. 1951. 28 pp. 20¢. References are classified according to such subjects as: General Defense Information, Schools and Civil Defense, Atomic Energy and Its Uses.

Annual Report of the Federal Security Agency (Office of Education). Washington 25, D. C.: Supt. of Documents. 1952. 42 pp. 20¢. Focal points of action and work in progress.

The Annual Report of the Fund for Adult Education for 1951. Pasadena, Calif.: The Fund for Adult Education, 914 E. Green St. Includes a statement of the Fund's relationship to The Ford Foundation, an explanation of the Fund's purpose, policy, program, and operating principles. The projects originating within the Fund and the projects to which grants have been made are described briefly. The Board of Directors, officers, executive staff, and grantees are listed, and also the addresses of the regional offices of The Fund for Adult Education. The Fund has appropriated a total of \$4,270,723 in grants and internal projects during 1951.

The Armed Road to Peace: An Analysis of NATO. New York 16: Foreign Policy Association, 22 E. 38th St. (Headline Series) 1952. 62 pp. The policy of reliance on arms and military agreements as peace-keepers is an experiment for the United States. Only the future will show whether it is wise. It is based on assumptions that have yet to be proved sound.

BLAKEMORE, JAMES E., editor. *Focus on Foreign Policy.* New York: Dr. Spieseke, Treasurer, MSCSS, Teachers College, Columbia Univ. 1952. 71 pp. Annual Proceeding of the Middle States Council for the Social Studies for 1950-1951. Attention to the teaching and continuous assessment of world affairs, with the spotlight on Asia.

Boston Conference Proceedings. Washington 6, D. C.: Dept. of Audio-Visual Instr., NEA, 1201 16th St., N. W. 1952. 54 pp. Reports on varied topics such as county and rural programs, relationships between education and the audio-visual industry, the production of audio-visual materials by colleges, television in education.

Buffalo Public Schools in the Mid-Twentieth Century. Albany, N. Y.: Coordinator of Research, State Education Dept., Univ. of the State of New York. 1951. 398 pp. A comprehensive survey of the public schools of Buffalo.

Building a Test. Princeton, N. J.: Educational Testing Service, 20 Nassau St. 1952. 12 pp. Free. Describes the process of test construction.

Bulletin of Education. Lawrence, Kans.: School of Education, Univ. of Kansas. Spring, 1952. 23 pp. Miscellaneous articles: "Helps for the Administrator in the Improvement of Instruction," "The Influence of Music on Behavior," "Developmental and Remedial Reading in the High School," "The Guilford-Zimmerman Temperament Survey with Urban Negro High School Students," etc.

BURNETT, R. WILL. *Science Teaching Today.* Washington 6, D. C.: National Science Teachers Association, NEA, 1201 16th St., N. W. 1952. 31 pp. Mimeo. \$1.00. Practical aids for combating prejudice through science teaching.

Camping and Outdoor Education in California. Sacramento, Calif.: State Dept. of Education. March, 1952. 49 pp. A description of experimental outdoor education programs in California and a workshop for staff advisors.

- Cereal Institute, Inc., 135 South LaSalle St., Chicago 3, Ill., Publications of.
The History and Manufacture of Breakfast Cereals. 19 pp. Designed to help the classroom teacher in her nutrition work with children of the upper elementary grade levels, particularly in the area of Social Studies.
- A Study of the Teaching of Nutrition in the Public Schools.* 44 pp. The broader integration of nutrition in the total curriculum.
- CHARTERS, W. W. *Opportunities for the Continuation of Education in the Armed Forces.* Washington, D. C.: American Council on Education, 1785 Mass. Ave., N. W. 1951. 72 pp. Findings and recommendations of the USAFI Evaluation Study.
- Children's Bureau. Washington 25, D. C.: Supt. of Documents, Publications of.
The Child Who Is Hard of Hearing 5¢.
The Child with Cerebral Palsy. 5¢.
The Child with Epilepsy. 5¢.
- Circulating Exhibitions (1952-1953)*. New York 19: Museum of Modern Art, 11 W. 53 St. 1952. 48 pp. A catalog of exhibitions available. Complete information on conditions of loan, type of exhibit, space, weight, etc.
- Citizens and Educational Policies.* Washington 6, D. C.: Educational Policies Commission, NEA, 1201 16th St., N. W. 1951. 19 pp. 15¢. Individual and organized concern of citizens for the improvement of the schools.
- Civic Education Foundation. (Living Democracy Series.) New York 36: Comet Press Books, 11 W. 42 St.
 No. 2. *They Made a Nation.* 48 pp. The story of the founding fathers.
 No. 3. *It Has Been Done.* 48 pp. How citizens improve their communities.
 No. 4. *Bread and Butter Plus.* 48 pp. What high school students have done for their communities.
 No. 6. *Why Don't They Think!* 56 pp. Rational thinking vs. impulse.
 No. 9. *Capitalism.* 56 pp. Capitalism as a way of freedom and progress.
 No. 10. *These Americans.* The racial and national components of America.
- CLOSE, KATHRYN. *Getting Ready to Retire.* New York 16: Public Affairs Committee, 22 E. 38 St. 1952. 24 pp. 25¢. Practical suggestions as to how young and middle-aged people can build interests that will fill their later years with satisfying, constructive activity.
- The College Board Review.* New York 27: Secretary, College Entrance Examination Board, 425 W. 117 St. May, 1952. 25¢; 50¢ a year. Discussions on the use of tests in admission, placement, and guidance and related topics.
- The Commissioners of Education of the Northeastern States. *Education for Citizenship.* Cambridge, Mass.: Civic Education Project. 1952. 105 pp. An approach to civic education. Part IV, "Suggested References," contains reading references for both teachers and students and a list of audio-visual aids.
- A Community Youth Development Program.* Chicago 37: Univ. of Chicago Press, 5750 Ellis Ave. 1952. 59 pp. \$1.50. Development of a project studying the potential growth and social adjustment of children with the co-operation of youth-serving agencies.
- Court Decisions on Teacher Tenure.* Washington 6, D. C.: NEA, 1201 16th St., N. W. March, 1952. 19 pp. 25¢. A summary of court decisions affecting teacher tenure in the past 17 years.

- Curricular Offerings and Practices in California High Schools, 1950-1951.* Sacramento, Calif.: State Dept. of Education. March, 1952. 122 pp. A summary of current practices in several areas of instruction: articulation, basic courses, community curriculum planning, citizenship education, student activities, programs for retarded students, work experience.
- Curriculum Plan for Bloomfield Junior High School.* Bloomfield, N. J.: Lay-Professional Curriculum Development Committee, 177 Franklin St. 1952. 58 pp. The organization and plan of action of the committee.
- Defense Mobilization—The Shield Against Aggression.* Washington 25, D. C.: Supt. of Documents. 1952. 51 pp. 30¢. The sixth quarterly report to the President by the Director of Defense Mobilization.
- DOUGLAS, MARY P. *North Carolina School Library Handbook.* Raleigh: State Supt. of Public Instruction. 1952. 136 pp. Standards, practices, and professional leadership in school library service.
- The Economic Outlook for Public Education.* Washington 6, D. C.: Committee on Tax Education and School Finance, NEA, 1201 16th St., N. W. 1952. 15 pp. Tentative conclusions of a conference of specialists in public finance and school finance.
- Education for International Understanding in American Schools.* Washington 6, D. C.: NEA. 1952. 241 pp. \$1.00. Suggestions and recommendations, learning experiences, aids and sources, a statement of goals.
- Education for One World.* New York 21: Institute of International Education, 1 E. 67 St. 1952. 46 pp. An analysis of the census of the foreign student population of the U. S. during 1951-1952.
- Education for the Task Ahead.* Lexington, Ky.: Bureau of School Service, College of Education, Univ. of Kentucky. March, 1952. 144 pp. 50¢. The addresses and proceedings of the 1951 Educational Conference in co-operation with the annual convention of the Kentucky Association of Colleges and Secondary Schools.
- Employment Outlook for Earth Scientists.* Washington 25, D. C.: Supt. of Documents. 1952. 38 pp. 30¢. Demands have been increased by the defense program for geologists, geophysicists, meteorologists, geographers, and oceanographers.
- Evaluating Pupil Progress.* Sacramento, Calif.: Bureau of Education Research, State Dept. of Education. April, 1952. 184 pp. The role of evaluation in education and techniques of pupil appraisal, based on a survey of chief state school officers.
- Evaluating Service School Training.* Washington 6, D. C.: American Council on Education, 1785 Mass. Ave., N. W. April, 1952. 16 pp. Questions and answers concerning accreditation of service experience in the armed forces.
- Evaluative Criteria and Standards.* Bryn Mawr: Pennsylvania Association of Private Academic Schools, The Baldwin School. 1952. 78 pp. Practical yardsticks designed for tentative and localized measurement.
- EWERTS, KARL J. *New Techniques or Old in Building for Peace.* New York: The William-Frederick Press, 313 W. 35 St. 1951. 55 pp. \$1.00. A discussion of the United Nations Secretariat and its role in effecting a world community.
- Expenditure Per Pupil in City School Systems.* (No. 337) Washington 25, D. C.: Supt. of Documents. 1952. 48 pp. 25¢. Statistical data.

- Baby-Sitters' Handbook* (Life Adjustment Booklet Series) Chicago 10: Science Research Associates, 57 W. Grand Ave. 1952. 40¢ each—3 for \$1.00. Advice to help teen-age sitters do the best job they can in caring for children and getting along with parents.
- Free and Inexpensive Materials for Social Studies.* (Chicago Schools Journal Supplement) Chicago 21: Chicago Teachers College, 6800 Stewart Ave. Jan.-Feb. 1951. 25 pp. A classified listing of visual aids.
- FREEMAN, LUCY. *Children's Aid Benefits Held To Be Inadequate.* New York 16: Public Affairs Committee, 22 E. 38 St. 1952. 24 pp. 25¢. Despite the inadequacy of benefits in some states, the findings of the study strongly support the Aid to Dependent Children program.
- Friendship Press, 257 Fourth Avenue, New York, N. Y., Publications of. Baker, Helen E. *More About Africa.* 1952. 122 pp. \$1.00. A missionary-minded tour of Africa.
- Franklin, Mack S. *This Is Africa.* 1952. Unpaged. 50¢. Africa's role in the world today.
- Hein, Lucille E. *When Given a Chance.* 1952. 24 pp. 35¢ each, \$3 per dozen. Home missions work toward human rights for minority and migrant groups.
- Hou. 1952. 96 pp. 50¢. A series of articles on human rights.
- Powell, Oliver. *Spotlight on South Africa.* 1952. 48 pp. 50¢. What chance had democracy in South Africa?
- GOETZ, DELIA. *A Junior High School Looks at UNESCO.* Washington 25, D. C.: Supt. of Documents. 1951. 26 pp. 15¢. A unit of work on UNESCO developed at Alice Deal Junior High School, Washington, D. C.
- Guide to Films in Economic Education.* Washington 6, D. C.: Dept. of Audio-Visual Instr., NEA, 1201 16th St., N. W. 1952. 50 pp. \$1.00. Prepared in co-operation with the Joint Council on Economic Education. Contents include suggestions for effective use of films and filmstrips, both subject classification and an alphabetical listing of evaluated films and filmstrips, and a directory of sources.
- Handbook for the Development of Internship Programs in Educational Administration.* New York 27: Bureau of Publications, Teachers College, Columbia Univ. 1952. 55 pp. \$1.00. The work of the Co-operative Program in Educational Administration in the Middle Atlantic Region.
- A Health Personality for Your Child.* Washington 25, D. C.: Supt. of Documents. 1952. 23 pp. 15¢. Dr. Martha M. Eliot, Chief of the Children's Bureau, reported that the publication is a popular version of a part of the Fact Finding Report on healthy personality development which was prepared for the Midcentury White House Conference on Children and Youth, which met in Washington in December, 1950. The original report was the product of a committee which included doctors, psychologists, anthropologists, social workers, clergymen, delinquency experts, lawyers, educators, and specialists in youth employment, recreation, and child development.
- HOLMES, GEORGE H., editor. *Public Relations for Teacher Education.* Oneonta, N. Y.: American Association of Colleges for Teacher Education, State Teachers College. 1950. 109 pp. A guide on where to begin and how to proceed with public relations. Specific suggestions detailed.

- How Can We Help Get Better Schools?* New York 19: National Citizens Commission for the Public Schools, 2 W. 45 St. 56 pp. The organization and work of citizens committees.
- HYATT, CARL B. *Gateway to Citizenship*. Washington 25, D. C.: Supt. of Documents. Issued 1943. Revised 1948. 256 pp. 75¢. Though intended chiefly for those concerned with ceremonies marking the completion of the naturalization process, the source materials, quotations, and scripts are usable in the citizenship program of schools.
- Illustrative Learning Experiences*. Minneapolis 14: Univ. of Minnesota Press. 1952. 108 pp. University High School in action.
- Improving the High School Program through Unit Teaching*. Lexington: Bureau of School Service, College of Education, Univ. of Kentucky. June, 1952. 50¢. Examples in health, mathematics, science, English, sociology, and business given.
- Invitational Conference on Testing Problems*. Princeton, N. J.: Educational Testing Service, 20 Nassau St. 1952. 119 pp. Proceedings of the 1951 meeting on (1) Supply and Identification of High Level Talent, (2) Problems of Evaluation in General Education, (3) Development of Useful Tests for the Measurement of Non-Intellectual Functions.
- ISAACS, H. R. *Africa: New Crises in the Making*. (Headline Series) New York 16: Foreign Policy Association, 22 E. 38th St. 1952. 64 pp. 35¢. American military, economic and political action in Africa is now deeply involving us in African affairs.
- It Starts in the Classroom*. Washington 6, D. C.: National School Public Relations Association, NEA, 1201 16th St., N. W. 1951. 64 pp. \$1.00. Ideas for good public relations that start with the classroom teacher.
- Job Prospects in the Merchant Marine*. Washington 25, D. C.: Supt. of Documents. 1952. 38 pp. 30¢. In the long run, unless there is a major change in the world shipping situation, such as might be caused by a war, employment in the merchant marine is expected to decline substantially from the 1951 level, but there will still be jobs for experienced seamen.
- Joint Committee in Educational Television, American Council on Education, 1785 Mass. Ave., N. W., Washington 6, D. C., Publications of.
- Action for Educational Television*. Stories from Ohio, Michigan, Illinois and Wisconsin.
- 1952 Is Making TV History*. Prepared by the Wisconsin Citizens Committee for Educational Television.
- KEESECKER, WARD W. *Know Your School Law*. Washington 25, D. C.: Supt. of Documents. 1952. 26 pp. 15¢. Indicates and identifies legislative need in the field of education and suggests principles and procedures for the improvement of existing school law.
- LANDES, J. L. and SUMPTION, M. R. *Citizens Workbook for Evaluating School Buildings*. Dubuque, Iowa: William C. Brown Co. 1951. 39 pp. Standards for scoring the plant on ten bases.
- Lay Advisory Committees*. Washington 6, D. C.: American Association of School Administrators, NEA, 1201 16th St., N. W. 1951. 24 pp. 25¢. The shaping of the school program in today's complex society.
- Learn While You Earn*. Martinez, Calif.: County Schools Department. 1952. A handbook on industrial apprenticeship for high-school students.

- Looking Ahead to Teaching.* Albany, N. Y.: State Education Dept., Bureau of Guidance. 1952. 32 pp. Free. A pictorial view of the campus life and outlook of students enrolled in teacher education.
- MAISEL, A. Q. *Your Neighbor's Health Is Your Business.* New York 16: Public Affairs Committee, Inc., 22 E. 38 St. 1952. 32 pp. 25¢. Odds are nearly two to one that your own community is not getting the kind of health protection you need and deserve, according to the National Health Council, the co-ordinating agency of the nation's major voluntary and governmental health agencies.
- Maps, Globes, Charts (1952 Catalog).* Chicago 18: A. J. Nystrom and Co., 3333 Elston Ave. 1952. 37 pp. Descriptive, illustrated, indexed. Various projections; desk, wall, and blackboard outline maps; simplified series; algebra, social studies, science charts; physiographic diagrams; globes; mountings; and biology models.
- MAUL, R. C. *How Many Teachers Do We Need?* (Reprint from *The Journal of Teacher Education*) Washington 6, D. C.: National Commission on Teacher Education and Professional Standards, NEA, 1201 16th St., N. W. June, 1952. 12 pp. A summary of the 1952 National Teacher Supply and Demand Study.
- McLEAN, JOSEPH. *Politics Is What You Make It.* (No. 181) New York 16: Public Affairs Pamphlets, 22 E. 38 St. 1952. 30 pp. 25¢. This pamphlet tells the average citizen why he must participate in politics if he is to safeguard his own interests, as well as protect our democracy. It also tells how to do it. The author, a young professor of politics at Princeton, gives an excellent description of the structure of government and political parties.
- MERRITT, ELEANOR. *Sources of Business Education Materials.* Cedar Falls, Iowa: Curriculum Laboratory, Iowa State Teachers College. 1952. 21 pp. mimeo. A classified listing of professional books, texts, guides, pamphlets, resource units, tests, audio-visual materials, bibliographies, catalogs, etc.
- MUSIAL, J. W. *This Is America.* New York 5: Edu-Graph Productions, 60 Wall St., Room 2101. 1952. Quantity rates. Educational cartoons.
- New Crises for Education (Platform).* New York 36: Club and Educational Bureau, *Newsweek*, 152 W. 42 St. Jan., 1952. 19 pp. A discussion guide on the combustible questions touching the schools today.
- News From Behind the Iron Curtain.* New York 19: Research and Publications Service, National Committee for a Free Europe, Inc., 110 W. 57 St. May, 1952. Political, economic, and cultural news.
- The New York Times, School Service, Times Square, New York 18, N. Y., Publications of.
- Covering Washington for The New York Times.* 20 pp.
- Current Affairs Test.* (Series A and Series B)
- Having Fun Learning with The New York Times.* 8 pp.
- The Newspaper in Modern European History.* 12 pp.
- News: The Story of How It Is Gathered and Printed.* 30 pp.
- The New York Times and International Relations.* 16 pp.
- The New York Times in a Parochial High School.* 24 pp.
- The New York Times in a Vocational and Technical High School.* 16 pp.
- 150 Million Americans.* 16 pp.

100 Years of The New York Times. (Unpaged)

Portrait of America. 30 pp.

Public Opinion: Its Role in a Democracy. 12 pp.

School Weekly. 8 pp.

The 1952 "PR" Guide. Washington 6, D. C.: Division of Press and Radio Relations, NEA, 1201 16th St., N. W. 1952. 32 pp. 15¢. Sources of printed materials, films and filmstrips, radio transcriptions and scripts, and special services for public relations.

Our System of Education. Washington 6, D. C.: National Council of Chief State School Officers, NEA, 1201 16th St., N. W. 1951. 32 pp. A statement of desirable policies, programs, and administrative relationships in education.

Parent-Teacher Exhibit Handbook. Chicago 5: National Congress of Parents and Teachers, 600 S. Michigan Blvd. 1950. 40 pp. 50¢. Advice and diagrams on preparing and displaying PTA exhibits.

The People Versus Inflation: Washington 25, D. C.: OPS. 1952. 44 pp. Available free to teachers on request. This publication is a resource unit for high-school instruction on the problem of inflation as it affects everyone in America. The unit is divided into two parts: "Content Material" and "Teaching Aids." Its purpose is to give secondary-school pupils a fundamental understanding of this problem. Part One describes the problems of inflation, and is composed of four sections or units: "What is Inflation and Why is it an Evil?"; "How Does Inflation Come About?"; "How to Check Inflation"; and "What Happened Since the Outbreak of the Korean War?" Part Two suggests ways the teacher might organize the class in order to study these problems. It, likewise, is divided into four sections. The first deals with why we study this topic; the second suggests a number of things to do and to study; the third deals with books, periodicals, visual aids, and community resources; and the fourth section deals with "How Are We Doing."

Planning Schools for Use of Audio-Visual Materials. Washington 6, D. C.: Dept. of Audio-Visual Instruction, NEA, 1201 16th St., N. W. 1952. 40 pp. \$1.00. Standards for planning classrooms and selecting aids for effective audio-visual instruction.

The Preparation and Training of Pupil Personnel Workers. Sacramento, Calif.: State Dept. of Education. April, 1952. 85 pp. A report of the State Committee on Credentials for Pupil Personnel Services. Reflects thought on the issue of special credentials for various types of pupil personnel services.

Problems in Individual Analysis. Pittsburg, Kans.: Guidance Bureau, State Teachers College. (Bulletin) May, 1952. Emphasizes standardized tests and measurements.

A Procedure for Evaluating a Local Program of Trade and Industrial Education. Chicago: American Technical Society. 1952. 64 pp. \$1.50. For use in overall examination or spot checks by individual teachers or committees.

Red Letter Days. Washington 8, D. C.: Marketing Research Services, Inc., Suite 619, 2300 Conn. Ave., N. W. 1952. 16 pp. 35¢ each; 3 for \$1.00; complete series of 10, \$3.00. Each month's pamphlet, Sept.-June,

contains suggestions for classroom and extracurricular activities keyed to the special days of that month.

The Report of the Survey of the Public School Building Requirements of the Shawnee-Mission, Kansas, High School Area. New York: Institute of Field Studies, Teachers College, Columbia University. 1952. 90 pp. An outline of needs for the next decade based upon residential development and present division of the area into independent school districts.

Sargent, Porter, 11 Beacon Street, Boston 8, Mass., Publications of.

Sargent Guide to Private Junior Colleges and Specialized Schools and Colleges. 1952. 250 pp. \$1.10.

Sargent Guide to Summer Camps for Boys and Girls. 86 pp. \$1.10.

SENIOR, CLARENCE. *Strangers and Neighbors.* New York 10: Anti-Defamation League of B'Nai B'Rith, 212 Fifth Ave. 1952. 52 pp. 25¢. The story of our Puerto Rican citizens.

SHACTER, HELEN. *Understanding Ourselves.* Bloomington, Ill.: McKnight and McKnight. 1952. 124 pp. 70¢. Personality in terms students can understand.

Some Fundamentals of In-Service Education. Madison 2, Wisc.: Department of Public Instruction, Room 147 North, Capitol. 8 pp.

Standardized Tests. Los Angeles 28: California Test Bureau. 1952. 66 pp. Catalog with full descriptions of types.

STEIN, H. D. *Measuring Your Public Relations.* New York 10: National Publicity Council, 257 Fourth Ave. 1952. 48 pp. \$1.25. A guide to research problems, methods, and findings. The inter-relation of social research and public relations.

STORY, R. C. *Earned Degrees Conferred by Higher Educational Institutions (1950-51).* Circular No. 333. Washington 25, D. C.: Supt. of Documents. 1952. 121 pp. 60¢. Special attention to specific fields of study in the tabulations of data compiled from reports of 1299 institutions.

STRANG, RUTH. *Facts About Juvenile Delinquency.* (Life Adjustment Booklet Series) Chicago 10: Science Research Associates, 57 W. Grand Ave. 1952. 48 pp. 40¢ each; 3 for \$1.00. Teen-agers have a responsibility for solving the delinquency problem.

Strength for the Long Run. Washington 25, D. C.: Supt. of Documents. 1952. 48 pp. 35¢. Long-range aspects of defense mobilization.

Students and the Armed Forces. Washington 25, D. C.: Supt. of Documents. 1952. 88 pp. 45¢. A source book of information about the armed forces for students, teachers, counselors, and administrators. Related publications: *Counseling High School Students During the Defense Period*; *Counseling College Students during the Defense Period*; both prepared by the U. S. Office of Education and available from the Supt. of Documents, Washington 25, D. C., at 25¢ each.

Subject Area Reference List for Secondary Schools. Philadelphia: Curriculum Office, Public Schools. 1952. 32 pp. Textbook list with publication data.

The Superintendent, The Board, and The Press. Washington 6, D. C.: American Association of School Administrators, NEA, 1201 16th St., N. W. 1951. 23 pp. 25¢. To assist schoolmen and newspapermen to see school-community relations in clearer perspective.

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The Seventeenth Annual National Conference of members of the National Association of Student Councils will be held in the Lincoln High School, Portland, Oregon, June 15-18, 1953.

- Teacher Personnel Procedures, 1950-1951: Employment Conditions in Services.* Washington 6, D. C.: Research Division, NEA, 1201 16th St., N. W. April, 1952. 63 pp. 50¢. Salaries and related factors, sick leave and related problems, administration of the personnel program, and appraisal of professional growth in service.
- Teaming Up for Public Relations.* Washington 6, D. C.: National School Public Relations Association, NEA, 1201 16th St., N. W. 1952. 48 pp. \$1.00. A handbook and guide for leaders in American education.
- Texas Journal of Secondary Education.* Austin: The Secretary, T.S.S.E., 217 Sutton Hall, Univ. of Texas. Spring 1952. 32 pp. 35¢; \$1.00 per year. Miscellaneous articles on driver education, student activities, counseling, use of sociodrama and movies in classroom.
- 32nd Annual Report. New York 21: Institute of International Education, 1 E. 67 St. 1951. 72 pp. A report of the activities and services with a financial statement of the educational exchange program.
- Trends in Accounting.* Washington 25, D. C.: Supt. of Documents. 1952. 32 pp. 20¢. The growth and increasing complexity of business is greatly expanding the demand for professional accounting services, and job opportunities for experienced accountants are expected to be very good throughout the defense period.
- The UNESCO Story.* Washington, D. C.: U. S. National Commission for UNESCO. May, 1950. 112 pp. A resource and action booklet for organizations and communities.
- U. S. Office of Education, Federal Security Agency, Washington 25, D. C., Publications of.
Manual of Instructions for Preparation of CMP-4C Applications for Schools, College, Museum, and Library Construction. 1952. 12 pp.
Organizing the Large High School for Effective Operation. 1951. 20 pp.
- UNIVERSITY OF ILLINOIS, COLLEGE OF AGRICULTURE. *Marketing Grain Through a Grain Exchange.* Chicago 4, Ill.: Board of Trade. 1952. 12 pp. Free. Supplementing this booklet is a black and white slide film which comes in two parts. Part I deals with the cash grain market and Part II deals with the grain's future market. This film is available through the University of Illinois Extension Service at a nominal cost.
- Vocational Education in the New York City Schools.* (Parts I and II) Albany, N. Y.: State Education Dept. 1951. 220 pp. and 225 pp. A co-operative study. Takes cognizance of the labor market, student population characteristics, trends in industrial education, existing curriculums, guidance practices, professional personnel, available technical institutes, physical facilities.
- We Look at Curriculum Growth in New Jersey's High Schools.* Plainfield: New Jersey Secondary School Teachers' Association, Lester D. Beers, Treasurer, 1035 Kenyon Ave. 1952. 96 pp. \$1.00. Reports of curriculum improvement which have been planned specifically to meet particular needs of certain pupils or schools.
- Why Soap Sculpture Anyway?* New York 10: National Soap Sculpture Committee, 160 Fifth Ave. 1952. 11 pp. An experiment to encourage three-dimensional art expression, using everyday materials, has just celebrated its silver anniversary. After 25 years of growing acceptance throughout the country's school system and elsewhere, soap-sculpture has virtually

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achieved the status of a folk art. The booklet tells the story of the origin and growth of this interesting achievement.

WITTY, PAUL and BRICKER, HARRY. *Your Child and Radio, TV, Comics, and Movies*. (Better Living Booklet Series) Chicago 10: Science Research Associates, 57 W. Grand Ave. 1952. 48 pp. 40¢ each; 3 for \$1.00. The things children are exposed to in comic books, moving pictures, radio, and TV. Community action which will give children a better chance to see and hear and read more wholesome worthwhile material.

Your Governor Endorses High School Education. Washington 6, D. C.: American Automobile Association, 17th and Penna. Ave. 1952. Governors of all 48 states are unanimous in advocating Driver Education for high school students as one of the best long-range answers to the soaring traffic death and injury rate.

Your Opportunities in Science. New York 20: National Association of Manufacturers, 14 W. 49 St. 1952. 32 pp. Free. Opportunities are plentiful for boys and girls with many different types of aptitudes, interests, and educational levels.

MYER, WALTER E., and COSS, CLAY. *America's Greatest Challenge*. Washington 6, D. C.: Civic Education Service, 1733 K St., N. W. 1952. 223pp. \$2.75. This book is *must* reading for Americans who want to maintain and strengthen our free, democratic way of life—who want to insure the very survival of our nation. The majority of Americans are politically uninformed and indifferent. Their citizenship defects have been costly to us in the past and could be ruinous in the future. For forty centuries, nations have risen only to fall. In all this time, no country has ever thoroughly trained its people to govern. If most Americans become informed, active citizens, they will write a new chapter in the history of mankind. What is more important, they will be in a strong position to make ours the first great nation not to fall.

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News Notes

JOHN HAY WHITNEY FOUNDATION ANNOUNCES AWARDS TO HIGH SCHOOL TEACHERS.—Twenty high school teachers from eight different states will take a year's leave of absence from teaching beginning September 1 to attend Columbia and Yale Universities under Fellowship awards announced today by the John Hay Whitney Foundation, 30 Rockefeller Plaza, New York 20, New York.

Winners of the awards will be known as John Hay Fellows, and will receive stipends averaging \$5500 each to cover tuition, transportation, and reimbursement for teaching salary not received while on leave without pay. The first group of winners will share in the \$600,000 earmarked by the Foundation for a three-year program announced by its new Division of Humanities four months ago.

Improved teaching in the Humanities is a central aim of the John Hay Fellows program. Toward that end the awards were made to the twenty teachers representing the fields of English, social studies, the fine arts, and modern languages.

To be eligible a teacher must:

1. Be teaching in a public senior high school
2. Be a teacher in the humanities, that is either art; language; literature, including English; social studies, or music.
3. Be between the ages of 30 and 45.

The teachers are selected from a few states at a time and these states are divided into regions. There are four regions and these regions contain the following states:

1. Maine, New Hampshire, and Vermont
2. Indiana, Illinois, Iowa, Missouri
3. Idaho, Wyoming, Montana, and Utah
4. Arkansas, Louisiana, Mississippi, Alabama, and Florida

Demonstrated success in teaching in the public high schools, as well as potential leadership and ability to enrich instruction even more in the future, was considered carefully by the Administrative Committee announcing the winners. Headed by Professor Harry J. Carman of Columbia University, this committee selected each of the twenty award recipients—eleven men and nine women—on the basis of the individual's prospectus showing the manner in which university study for one year would help improve teaching in his particular school upon his return to his original post.

If any teacher desires more information, you are invited to write the Foundation.

PASSION FOR LIFE. Brandon Films, Inc. 200 W. 57 St., New York 19, New York, is the distributor of a French film which has been endorsed by many professional organizations. Jean-Benoit-Levy, world famous director of *Bal-lerina*, and former head of the United Nations film activities, accepted the Special Citations from ten national organizations.

In a special message U. S. Commissioner of Education, Earl J. McGrath, stated: "The motion picture, *Passion for Life*, shows how an inspired teacher

by *Gordon K. Chalmers*
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dedicated to the responsibility of educating young people for citizenship can improve the life of an entire community. It tells the story of the achievements of modern education better than any other graphic presentation I have seen. I congratulate the French Ministry of Education on the production of this film, and I hope that millions of Americans may have the opportunity to see it."

SCHOOL BUILDING FILMSTRIP.—Now available are 119 frames in 35mm, based on the School Building Architectural Exhibits held at the 1952 regional conventions of the American Association of School Administrators, 1201 16 St., N. W., Washington 6, D. C., in co-operation with the American Institute of Architects. The filmstrip shows floor plans, elevations, structural detail, classroom layouts, and plot plans of sixty-five recently constructed school buildings or buildings in the process of being constructed in every general section of the country. It was produced to acquaint superintendents, boards of education, graduate students, and local citizens committees with recent developments and current trends in school plant construction. It is a valuable aid to architects specializing in school building planning. Price \$5.00.

TEN FEATURES OF GOOD HIGH SCHOOL INSTRUCTION.—The May, 1952, issue of the *California Journal of Secondary Education* includes an article entitled "Ten Features of Good High School Classrooms" (pages 255-262) by Harold Spears. Dr. Spears points out that "from the beginning it has been easier to find the goals of the school and the difficulties of achieving them than it has been to find the means of surmounting those difficulties. In a nutshell, the problem has been to provide a broad and meaningful curriculum...."

In the article he lists and discusses ten features of a good instructional program. He lists them "merely as a review of what we can find in good school operation all over the land." The ten features are:

1. Responsibility for learning is not thrown completely upon the student, but is shared by the teacher.
2. The work to be done is within range and comprehension of the student doing it.
3. The teacher and the administrator respect the pupil's maturity and accept him as a planner in the educational endeavor, rather than treat him as a child who is to do little more than listen to dictates and carry out directions.
4. Each student follows a program that respects his out-of-school endeavor and schedule.
5. The high school accepts graciously all the students who come up from the school below.
6. The teacher understands and applies classroom procedures that enable him to individualize instruction.
7. English classes reflect the functional use of language.
8. The principal of the modern high school spends approximately a third of his time in the classrooms, as a part of an organized program to improve instructional procedures and materials.
9. There is noticeable a tendency toward courses and related activities that bear functional value in the lives of the students and consequently in that of the community.
10. The curriculum of the modern school is broad enough to give each student a program that he accepts as meaningful to his life.

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MORE PUPILS COMPLETE HIGH SCHOOL.—During the past four years the percentage of the pupils enrolling in the first grade who remained to graduate from high school rose from 21.36% to 25.9%. The percentage of the primary grades remaining to graduate from high school for 1947-48 was 21.36%; for 1948-49, 22.96%; for 1949-50, 23.95%; and for 1950-51, 25.9%.

During this period the enrollment in the first grade decreased from a total of 73,615 to 63,315 or a total loss of 10,300; the number graduating from high school increased from 15,724 to 16,391.—*West Virginia School Journal*. May, 1952. page 20.

CLASS EXPERIMENTS WITH SELF-GRADING.—What happens when students figure out their own marks? T. W. Farnsworth, at the Gidley School in North Dartmouth, Massachusetts, found that most of his seventh- and eighth-grade pupils had a surprisingly clear notion about what marks they had earned.

For their term examination in language, students wrote their teacher a letter answering the questions, "What mark should you have and why?"

The marks most pupils picked for themselves agreed with those their teacher had tentatively chosen. In one seventh-grade class, for example, only 11 out of 40 pupils disagreed with the teacher. Four pupils were too modest about the work they had been doing, and seven were too optimistic—though close to attaining the mark they suggested in several cases.

"Letters like this often disclose characteristics which may escape notice when the teacher's attention is split forty ways at once," Mr. Farnsworth explained. He found that the letters provided a ready-made situation for discussing such problems as wishful thinking, shyness, modesty, and lack of interest in classwork.—*Junior Guidance Newsletter*. Science Research Associates.

UTAH ASSEMBLIES.—Joseph Robert Gillis made a study of assembly programs in sixty-five Utah junior and senior high schools. From this study he makes the following recommendations and suggestions:

1. Careful consideration be given to the size of the assembly room in school building planning.
2. Fire protection be provided for the assembly room.
3. In purchasing stage equipment, a study of essential stage equipment in relation to its value to the students should be made.
4. Weekly assemblies.
5. All students be required to attend assembly programs.
6. Finance through district funds and student-body funds, and not through admission charges.
7. Student conducted assemblies.
8. Outside speakers used only occasionally.
9. Assembly committee combined of students and faculty.
10. Few if any announcements as a part of the assembly program.
11. Assembly programs should be evaluated.

A BILL OF RIGHTS FOR SCHOOL ADMINISTRATORS.—

1. The first right is to have basic policy matters thoroughly considered and discussed before policy decisions are made by the board of education.
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3. The right to nominate all personnel.

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Howard R. Jones. *The University of Michigan School of Education Bulletin*. March, 1952. Pages 85-90.

NEW STANDARDS FOR SCHOOL LIGHTING.—The Board of Regents of the state of New York has recently made some changes in their standards for school buildings. These new standards include, among other changes in regulations, a reduction of the minimum height of classroom ceilings to nine feet from the eleven-foot height formerly required; the chief source of light in the schoolroom may be either natural or artificial illumination in contrast to the old standard which required natural light as the chief source. These changes take into account present-day techniques in light and building design and make it possible to reduce ceiling height, outer walls, and corridor space and at the same time make classroom service better for educational purposes. These new regulations will not only result in a distinct modification of school building planning and design but also in a substantial reduction in cost of saving roughly two feet of wall around the classroom section of the building and a saving in the cost of heating, both in installation and operation.—*Bulletin of the Schools*, University of the State of New York.

THE STORY OF THE STATE'S SCHOOL SYSTEM.—Tennessee's State Commissioner of Education, J. A. Barksdale, Nashville, Tennessee, has released a twenty-page booklet entitled "Something We Should Know About Our Tennessee Public Schools, Grades One Through Twelve." This booklet is developed on the basis of questions and answers and gives much information concerning Tennessee's public schools. The booklet gives information on the following topics: enrollment; teacher training, experience, sick leave, and retirement; the school curriculum; instructional materials; library services; health services; the lunch program; speech education; textbooks; transportation; school buildings; costs; control; resource education; trade and industrial education; distributive education; and rehabilitation.

PREDICTION OF ENROLLMENT.—It now appears probable that enrollment in institutions of higher education in the fall of 1952 may be slightly lower than in the fall of 1951. Engineering and the physical sciences may show an increase of as much as 20 per cent above the 1951 figures; liberal arts will hold about as in 1951-52. After this fall, enrollments will gradually increase for a period of five years and then may sharply increase until 1960 and will continue to increase for at least another decade.

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The following facts tend to support these predictions: (1) No change appears likely in the present policy of student deferment. (2) The Council study report in Bulletin 180, shows that 57.4 per cent of entering college freshman are 18½ or less upon entering college and hence are assured by law of a minimum of one year of college and the opportunity for further deferment. (3) Of those over 18½ upon graduation from high school, relatively few will probably be called during the summer. (4) By September, 1952, 265,000 men will have been discharged from the armed services and an additional 460,000 by September, 1953. Some considerable portion of these men will enter college, especially if educational benefits are extended under the G.I. Bill now under consideration by the Congress. (5) The birth rate in the United States began increasing in 1935, the average increase being approximately 50,000 a year to 1939; by 1947 the increase was nearly 75 per cent and in 1951 almost 100 per cent above the average birth rate per year during the 1930 decade. The average annual birth rate during the 1930's was a little less than 2,000,000; in 1951 it was just under 4,000,000. (6) On the average, an increasing proportion of the population of college age has been entering institutions of higher education.

These predictions are for total national enrollment. It is recognized that there will be geographic differences, variations in different types of institutions and other factors that will determine the extent to which these predictions may be applicable to an individual college or university.—*Higher Education and National Affairs*. Bulletin No. 181. American Council on Education.

SHALL I STUDY CHEMISTRY?—A nation-wide program of co-operation with the schools to assure an adequate supply of chemists and chemical engineers to meet future needs in peace or war has been launched by the American Chemical Society, it is announced by Alden H. Emery of Washington, D. C., executive secretary of the society.

Forewarned that the shortage of qualified chemical manpower, which even now imperils national security and progress, will soon become worse because college chemistry enrollments are declining, the Society hopes to offset this trend by interesting outstanding high school students—girls as well as boys—in the chemical profession. This will be done, Mr. Emery explains, by acquainting them with the importance of the contributions made by chemists and chemical engineers to human welfare, and by outlining the widely varied careers now available in the chemical world.

No effort at mass recruiting of young men and women for the profession is contemplated, Mr. Emery emphasizes. The Society's sole interest in the manpower problem, he says, is to make sure that the country has enough trained chemists and chemical engineers to carry out its defense program and at the same time to keep its essential civilian economy functioning.

As a first step, sample copies of a new booklet written especially for students in junior and senior high schools has recently been mailed to each of the more than 30,000 public, private and parochial high schools in the United States. The 16-page, illustrated booklet is entitled "Shall I Study Chemistry?" and tells what chemists and chemical engineers do in the different branches of the profession. It also describes job opportunities and income prospects.

Additional copies of the booklet for use by chemistry teachers, vocational guidance counselors, and students themselves may be obtained from the American Chemical Society, 1155 Sixteenth Street N.W., Washington 6, D. C.

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TEACHERS ARE IN DEMAND.—As the high school population expands, beginning in 1955, it will go to more than $1\frac{1}{2}$ times its present size in 1963. The demand for new teachers will not quite grow apace, because (1) many high school classes now of less than maximum size can absorb a part of the increase (more easily than can elementary school classes), and (2) the addition of areas of instruction and types of educational service will, at least in part, be offset by the consolidation of small high school administrative units where the addition of these programs and services is now most needed.... Opportunities—greater in number and better in attractiveness—await qualified candidates for elementary school teaching. Adoption of the single salary schedule, construction of new buildings, improvement of working conditions, freedom from unfair competition through the elimination of the unqualified by the rapid increase in standards—these are only a few of the factors pointing to steady improvement in elementary school teaching.

Facts are now at hand to show that these opportunities will continue to increase in number and in attractiveness for many years. These facts must be presented and interpreted to superior young men and women. Many students now in college have not been given the full picture. Most freshmen and many sophomores make their fields of concentration with little or no knowledge of the number and kind of opportunities awaiting them after graduation.

Even more critical is the need for intelligent, thoughtful counsel at the high school level. Selective admission to teacher-education programs is now gaining recognition as an essential step in professionalizing teaching. This means that the requisite qualifications for teaching should be discovered *before the student enters college*. The selection of teaching as a career must be based on superior, not average or inferior work in high school. High school staff members, both teachers and administrators, are in the ideal position to help students thoughtfully weigh the facts and evaluate their own interests and aptitudes. Not only the future status of teaching as a profession, but the continuance of the public school system as a major force in a democratic society will be determined by the attitudes and actions of the teachers, counselors, and administrators most intimately associated with the youth of the nation.—"How Many Teachers Do We Need?" by Ray C. Maul. *The Journal of Teacher Education*, June, 1952.

AVERAGE CLASSROOM LIGHTING IS FOUND FAR FROM ADEQUATE.—Some of the poorest lighting in the country is found in average classrooms, according to *Electrical Wholesaling*, McGraw-Hill publication.

In many instances, classroom lighting registers below 10 foot-candle readings, when advanced schoolroom lighting calls for 130 foot-candle readings at the source and 60 foot-candles at desk level.

Since 87 per cent of the knowledge absorbed by an average student comes to him through his eyes, this condition should be corrected, the magazine asserts.

Today's tremendous demand for correction of unsatisfactory conditions in school buildings, and the need for new ones, has assumed the proportions of a national emergency, the magazine points out, and school officials have come to realize that modern lighting is a basic need for modernized schools.

THE TRUANT OFFICER BY ANY OTHER NAME.—The title of *truant officer* was entirely too harsh sounding, too negatively definitive, to be conso-

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be gin (bi gin'), *v.*, *be gan*, *be gun*, *be gin ning*. 1. do the first part; start. 2. do the first part of: *I began reading the book yesterday.* 3. come into being: *The club began two years ago.* 4. bring into being: *Two brothers began the club ten years ago.* 5. be near; come near: *That suit doesn't even begin to fit you.* [OE *beginnan*]

Syn. 1. *Begin, commence, start* mean to get something going. *Begin* is the general word: *We will begin work soon.* *Commence* is formal and applies particularly to beginning a formal action: *The dedication ceremonies will commence at two o'clock.* *Start* emphasizes taking the first step in doing something, setting about doing it: *At last they have started building that hotel.* 3. *arise, originate.*

➤ *Begin* is followed by *at* when the meaning is start from: *Let us begin at the third chapter.* It is followed by *on* or *upon* when the meaning is set to work at: *We must begin on the government survey tomorrow.* When the meaning is take first in an order of succession, the idiom is *begin with*: *We always begin with the hardest problems.*

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nant with the changing vocabulary of a profession desperately trying to break away from the tradition of the birch rod and dunce cap. Nor did the title of attendance officer fall too gently upon the ears of those in search of the saccharine. So, in the same trend which has resulted in the *supervisor's job* being performed by the *helping teacher* and *consultant*, the function originally the *truant officer's* and more recently the attendance officer's is being performed by personnel with such euphemistic titles as *visiting teacher*, *pupil personnel worker*, *home and school visitor*, *welfare worker*, *visiting social counselor*, and *school social worker*.... When viewed in proper perspective, the title of attendance officer is an honorable one and worthy of retention. While it offers no impediment to the utilization of the highest professional skills in providing help directly to children and their families with problems of school attendance and school adjustment, the title of attendance officer is obviously more fitting than a title such as visiting social counselor when, on occasion and in the interest of the child and society, referral must be made to the courts. More important, perhaps, the title of attendance officer reflects the belief of a people that the education of their children is of such paramount importance that it is worthy of the attention of an officer of the state.—Marshall J. Tyree. *School and Society*. May 24, 1952.

NEED FOR REMEDIAL READING IN HIGH SCHOOL.—The condition now existing among junior-high-school pupils is revealed by the following analysis. In June, 1943, and again in January, 1944, all graduates from the eighth-grade classes of the St. Louis schools were given the Traxler Silent Reading Tests. Of the 7,380 pupils tested, 2,169 read at or below the norms for sixth grade. It is significant to observe that 968 of these pupils were at or above the eleventh-grade level.

A wide range in ability and a marked amount of reading retardation will also be found in every class throughout the senior high school. These facts are revealed clearly by data reported yearly by Ben D. Wood and his associates.

Today formal instruction in reading usually ceases in grade 6. We have seen that the range of reading abilities in the junior and senior high school is so great as to necessitate additional instruction in reading for many of these pupils. This condition is traceable largely to the fact that pupils today continue their education for a longer period of time than they formerly did. In order to do reasonably successful work these pupils need to participate in remedial-reading programs. Such programs have proved remarkably effective in helping high-school pupils improve their reading ability. Additional instruction in reading is needed, too, by many pupils because of the great difference in reading goals occasioned by the varied demands for reading in the modern high school. This fact calls for the initiation of a developmental reading program throughout the high school. Every teacher should participate in this program offering to pupils appropriate opportunities to develop the reading skills essential in each subject field.—Paul Witty. *School and Society*. May 10, 1952.

WORKING TOGETHER FOR BETTER SCHOOLS.—Charges of communism in schools and attacks against progressive education—two problems facing educators today—could be forestalled by an enlightened citizenry, Roland C.



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Faunce told junior-high-school principals meeting for a three-day conference at the University of Wisconsin, Madison.

Faunce, who is an associate professor of education, Wayne University, Detroit, spoke on "Working Together for Better Schools" and pointed out that there is too little participation on the part of citizens and students in planning schools' programs.

People, themselves, will know whether Communists are in school systems and whether new ideas in education are good or not if they get to know the educators by working with them, he said.

He pointed out that educators must explore the thinking and test the values of a community before introducing changes and then let the public share in making the changes.

"Too many educators are interested in maintaining the status quo, which some say is the mess we're in. Middle-of-the-roadsers are inclined to say 'leave us alone' because they believe that they, as professionals, are the ones to do the job."

Some of the answers to education problems can come from research, Faunce believes, but answers should not be supplied to people who are unaware that there are problems in the first place.

The institute at which he spoke was held July 7-9, under the sponsorship of the Wisconsin State Department of Public Instruction, Wisconsin Junior High School Administrators Association, and the University of Wisconsin Summer Session.

TRAFFIC ACCIDENTS.—More than 1,000,000 motor vehicle accidents occurred in Greater New York in the ten-year period ended last December 31, with a total of 6,105 persons killed and close to 500,000 men, women and children injured in that decade, according to a study made by the Citizens Traffic Safety Board.

Property damage accidents ran at the rate of about two for every automobile mishap involving death or injury, it was shown by an analysis made for Percy C. Magnus, president of the new Board. The ratio of nearly two accidents in which property damage occurred ran consistently through the post-war period, Mr. Magnus said, but in 1942 and 1943 personal injury accidents outnumbered property damage mishaps.

The study, which will be presented to the new group's Executive Committee at a luncheon meeting on Friday, August 8, at the Manhattan Club, showed that 1,013,429 automobile accidents occurred in the five boroughs of New York City during the 10-year period up to the start of 1952. These included 380,230 accidents involving death or injury and 633,199 property damage accidents.

During the first six months of the current year, Mr. Magnus added, there have been about 85,000 more accidents in the city, including 30,000 personal injury and 55,000 property damage mishaps.

Well over a half million persons, nearly equal to three times the 1950 population of Staten Island, were injured by automobiles in all of New York since the beginning of 1942, Mr. Magnus declared in emphasizing the group's determination to end chaotic traffic conditions in the city. These conditions have aggravated the accident problem and resulted in much needless loss of life and personal injuries, and they have caused the loss of millions of dollars to business and industry through traffic tie-ups. During the 10-year period, he said, 492,951 New Yorkers or visitors to the city were hurt in

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traffic accidents, according to official figures from the State Department of Motor Vehicles. In the first six months of 1952, he added, approximately 40,000 more have been injured in the city's automobile accidents, bringing the total number of persons injured during the decade to about 533,000.—Association of Casualty and Surety Companies, 60 John Street, New York 38, New York.

CONFERENCE ON SCHOOL LUNCH SANITATION.—Education and public health officials are agreed that the sanitation problems of the school lunch programs require considerable more study before standards can be set up comparable to those established for commercial eating places. This was one of the findings of a conference on school lunch sanitation held recently at Roanoke, Va., and attended by local, state, and Federal officials in the fields of public health, school administration, and industry. Sponsored by *Modern Sanitation*, March 7-9, 1952, the conference resulted in a three-phase report covering facilities, personnel, and administration of school lunchrooms.

The report pointed out that with 10,000,000 children eating lunch at school five days a week, an activity affecting the health of so large a segment of the school population should have adequate sanitary safeguards. These should relate not only to the purity of the foods that are served but also to the methods of food handling and food service.

In giving special consideration to school lunch sanitation, the delegates recognized that the school lunch is part of the total school program; that it should serve not only to give children a wholesome sanitary meal at lunch-time but also to provide good experience in sanitation, social behavior, and nutrition. At the same time it is recognized that sanitation of the school lunch is only part of school sanitation, and for that matter, of the environmental sanitation of the whole community.

The conference recommended that standards be developed for all new construction affecting food service facilities. It suggested that proper storage protection should be provided for all utensils whether multi-use or single-service. Where multi-use utensils are used, provision should be made for running hot and cold water and dishwashing equipment that meets health department requirements.

The report emphasized that the adequacy of equipment should be determined by the type of food program. In general, from a sanitation standpoint, the types of equipment and facilities provided in the school lunch service should be equal to the requirements of an approved public restaurant.

With reference to personnel used in school lunch programs, the conference agreed the first obligation is an administrative one of selecting persons qualified for such duties. It agreed that compulsory medical examinations provide only a partial approach to the sanitary protection of food service.

"The further major necessity," said the report, "is for training in personal hygiene and personal responsibility in protecting food against contamination and infection. This should be sustained by direct daily supervision and surveillance by the school health service and school lunch management, as well as periodic inspections by health department personnel."

As a first step, said the report, school administrators and health officials should meet "to develop an understanding of the sanitation problem through discussions and joint inspections and appraisals of facilities, followed by detailed planning of training schedules."

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See that your budget for 1952-1953 will include you in Los Angeles, February 21-25, 1953. You will have the time of your life. Plan for it now.

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Responsibilities of administration in dealing with problems of school lunchroom sanitation were studied in considerable detail by delegates at the conference. It was recommended that promotion of lunchroom sanitation should be primarily educational in character.

"Acceptable standards of the maintenance of sanitation in lunchrooms are best practiced by lunchroom workers when all concerned under competent leadership, have had a part in their formulation," said the report. It added, however, that self-imposed standards are not sufficient and definite health hazards in the school lunchroom should be covered by specific regulations.

Reprints of the complete report are available from *Modern Sanitation*, 855 Avenue of the Americas, New York 1, New York.

NEW CHART FOR EYE EXAMINATIONS.—A new visual recognition standard, officially adopted by the American Optometric Association, 707 Jenkins Bldg., Pittsburgh 22, Pennsylvania, to supersede the conventional Snellen letter chart for eye examinations, was made public for the first time here today at the fifty-fifth annual Congress of the Association.

The new standard uses arabic numerals, each with the same total area of blackness, instead of the miscellaneous letters and other symbols on the Snellen chart, according to Dr. J. Ottis White, president. He said that it takes into account many factors influencing the ability to recognize objects through sight which were unknown or ignored when the Snellen standard was developed about 75 years ago.

By the new visual recognition standard the "average" subject will achieve a score of approximately 1. This corresponds roughly to the 20/20 fraction by the Snellen test. Normal deviations will be in plus scores above and below +1.0. Below normal scores will have minus values. Plus means "pass." Minus means "fail."

"There has long been dissatisfaction with the Snellen chart," Dr. White said. "It was based on arbitrary standard and did not take into account many of the distinct visual skills involved in visual recognition. One of its most glaring shortcomings is lack of any scientific or controlled relationship of black to white which is extremely important in visual recognition.

"By the Snellen standard one who sees the letters he is supposed to see at 20 feet is said to have 20/20 vision. If he sees at 20 feet only the letters he should see at 30 feet, he has 20/30 vision. A subject making a score of 20/200 or poorer is approaching blindness.

"The new AOA standard tests visual recognition—meaningful vision—rather than mere visual acuity. Insofar as possible, it takes into account the many distinct skills involved in visual recognition, including light perception, contrast perception, resolving power, line perception, and shape perception."

For ordinary use the test will consist of nine frames or groupings of digits on a single chart. Each group of black numbers on white is surrounded by a field of gray which is the equivalent of 25 per cent black and 75 per cent white. Test distances are 6 meters, (approximately 20 feet); .8 meters (approximately 31.5 inches); and .4 meters (approximately 15.75 inches); three frames being used for each of the distances.

The visual recognition test will be known as the "V.R. Standard." The chart design is copyrighted by the American Optometric Association and reproduction rights will be made available to manufacturers of test charts, and to universities and research scientists interested in study or application of the new standard.

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Consumer Education Study

National Association of Secondary-School Principals

1201 Sixteenth Street, N. W., Washington 6, D. C.

AMERICAN EDUCATION WEEK WILL FEATURE CHILDREN IN TODAY'S WORLD.—The 32nd annual observance of American Education Week, November 9-15, 1952, will again direct nationwide attention to the work of the schools. The central theme of the 1952 program is "Children in Today's World," with daily emphases upon "Their Churches," "Their Homes," "Their Heritage," "Their Schools," "Their Country," "Their Opportunity," and "Their Future."

American Education Week is a time to review the purposes and accomplishments of the schools, to consider their needs and problems, to sharpen public interest in school improvement, and to strengthen the bonds of home, school, and community cooperation. An effective communitywide observance of American Education Week is a good foundation for a year-round program of school public relations.

Two activities which distinguish American Education Week are school visitation and educational interpretation. From November 9 to 15 nearly 10 million parents are expected to visit America's schools. Every effort will be made to bring the people to the schools and to take the schools to the people. Newspapers, radio, and television will explain the school program. Ministers will speak of education from their pulpits. PTA's, service clubs, and other lay groups will plan special programs. Posters, window displays, and movie newsreels will tell of the work of the schools. Every community should make this occasion a time of rededication to education, which is the bulwark of our democracy.

American Education Week is sponsored by the National Education Association, The American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education. Special helps are available at nominal cost for the use of planning committees and community leaders who need ideas on what to do and how to do it. For suggestions and prices on the materials available address your inquiry to the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

RESEARCH INSTITUTE ON EXCEPTIONAL CHILDREN.—With the establishment of the nation's first Institute for Research on Exceptional Children, the University of Illinois at Urbana will be ready to expand its research activities in behalf of both handicapped and gifted children in cooperation with the Illinois Departments of Public Welfare and Public Instruction.

"Exceptional children" is the term adopted by the nation's agencies to apply to those who deviate from the average in physical, social, or mental characteristics to such an extent that they require special services in the public schools and institutions.

The Institute program which became effective September 1 will provide opportunities for training research workers in its area, and, through research, to improve the effectiveness of the work of both public and private agencies for exceptional children with new understanding of their problems and needs.

State appropriations for the care and education of handicapped children in Illinois for the 1951-53 biennium totalled nearly \$40 million. This figure includes appropriations for schools for the blind, deaf, crippled, delinquent, and mentally deficient, as well as state subsidies for special classes in public schools.

The average monthly enrollment of students in these special classes in Illinois public schools for the year ending June 30, 1951, was 55,660. Almost

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A recording of what six foreign high-school students now attending American high schools think of secondary education and the American way of life is available for use in secondary schools. These recordings of speeches were made at the 35th Annual Convention of the National Association of Secondary-School Principals in New York City and were regarded as the most appealing and significant presentation of the entire convention. Records are suitable for instructional purposes, student assemblies, parent-teacher associations, special educational meetings of faculty and citizens, and all meetings designed to promote an understanding and appreciation of America's educational program. There is special emphasis on Democracy and Citizenship.

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11,000 others are in state institutions for mentally deficient, socially maladjusted, deaf, blind, etc. Then there were some 7500 non-institutionalized crippled children who received care last year through the University's Division of Services for Crippled Children.

Co-operation of the state Department of Public Instruction and Department of Public Welfare will assure the necessary facilities for carrying on research studies in both public schools and state institutions as well as provide a means of readily communicating research results to persons working with handicapped and gifted children.

Director of the new Institute is Dr. Samuel A. Kirk, professor of education, who has been in charge of the research program in education of exceptional children in the University's College of Education. An advisory committee representing the University of Illinois, the Department of Public Welfare, and the Department of Public Instruction will be named to suggest guiding policies for the Institute.

University departments such as education, psychology, and sociology with special interests in exceptional children will participate in the program of the new Institute. In addition, Institute personnel will include staff members to be assigned to it by the two co-operating state organizations. Housing and general expense funds will be provided by the University.

Research projects on mentally retarded, deaf, and blind children already being carried on in the College of Education will be transferred to the new Institute. Grants and contracts from governmental agencies and research foundations will be sought for additional projects and for continuing present activities.

ART FILM.—The famous feature-length art film "The Titan—Story of Michelangelo" has been released in 16mm, unchanged from the original 35mm theatrical version. The film dramatizes Michelangelo's life in relation to his art and the Renaissance era. The film has won many awards. Now available exclusively from Contemporary Films, 13 E. 37th St., New York, New York. Advance reservation advisable. Rental \$60.

PLAN FOR STANDARDS FOR SCHOOL ADMINISTRATORS.—The Middle Atlantic Region Co-operative Program in Educational Administration proposed a plan to the Development Committee of the American Association of School Administrators that they plan for establishing a national commission on professional education and standards for school administrators.

The proposed commission would take necessary action for the establishment of minimum education and certification standards for school administrators, city superintendents of schools, principals, county superintendents, etc.

The commission would consist of representatives from professional and other groups.

The commission would help insure that each school superintendent and principal would have the minimum basic preparation necessary for the type of administrative job involved. Standards could be altered by the continuing commission as the educational administration job changed and as new developments grew out of educational research. The plan should insure minimum preparation standards and provide flexibility to adapt those standards to changing demands on the profession.

At present states vary widely in their provision for certifying school administrators—all the way from no certification at all to relatively high re-

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Quite frequently, members write us that they have not received the last two or three issues of the BULLETIN. The reason—they have changed their address, but did not notify us. We are not mind readers, so we have to depend upon our members to inform us promptly of any change in their address. Then, too, printing has become so costly that we are unable to supply duplicate copies (or back copies) without a charge.

Many members change positions during the summer months. When this is the case, notification sent to us promptly will mean that when we mail the next issue of the BULLETIN, every member will receive his BULLETIN at his proper address.

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quirements in such states as New York, California, and New Jersey. Likewise, collegiate institutions vary widely in what they offer as educational programs for school administrators. The result is that the nation's public schools are being administered by men varying widely in their professional preparation. The commission would take the leadership in developing minimum standards of certification among states and educational institutions.

The commission would exercise leadership in recommending types of programs for continuing professional training of the superintendent on the job. It would also help insure that well-qualified young people would be recruited for school administration positions.

The subcommittee on recruitment and selection will study ways to draw capable young people into the field of educational administration and select those who have potential administrative ability.

The subcommittee on preservice education will conduct studies to improve existing programs for preparing educational administrators. The subcommittee on in-service development will attempt to discover and develop practices for continuous improvement of the superintendent on the job. The subcommittee on interdisciplinary co-operation will study how departments other than education may help in preparing educational administrators.

The plan also provides for advisory committees from lay and professional groups.

The administrative center for the Middle Atlantic region is at Teachers College, Columbia University.

Special Offer on *Personal Growth Leaflets*

THE National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., has for a number of years published a series of small booklets known as *Personal Growth Leaflets*. These leaflets, numbering approximately 132, sell for 2 cents each and no order of less than fifty is accepted. However, as an introductory offer, teachers and others have the opportunity to receive a "get-acquainted" collection of sixty of these leaflets, an exceptional price of \$1.00, when payment accompanies order. Included in the 60-collection are sixteen leaflets (one for each sixteen grades) containing selections for memorizing and such other leaflets as "Outstanding Needs in American Education," "A Parliamentary Primer," "Education—The Mainstay of Business," "Horace Mann," "Shall I Become a Drinker," "The Parent's Part in Education," "Religion and the Public Schools," "A List of 100 Significant Books," etc. This special "get-acquainted" collection, known as List A, is not only an exceptional value but it also gives the purchaser an idea of the splendid materials contained in these leaflets. Here is a group of short essays, etc., which cover a wide range of topics that are of interest not only to students but to adults as well. They constitute in themselves a wonderful little library. Orders will be accepted for one or more of these "get-acquainted" collections at \$1.00 each as well as quantity orders of the individual's own selection of leaflets.

Membership Secretaries of State High-School Principals' Organizations

AFFILIATED WITH THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

- Alabama Association of Secondary-School Principals (*White*)—*Geddes Self*, Director Sec. Educ., State Department of Education, Montgomery, Alabama.
- Alabama Association of School Principals (*Colored*)—*A. R. Stickney*, Principal, Calhoun School, Calhoun, Alabama.
- Arizona High-School Principals Association—*D. F. Stone*, Principal, West Phoenix High School, Phoenix, Arizona.
- Arkansas Secondary-School Principals Association—*Frank L. Williams*, Principal, Junior High School, Hot Springs, Arkansas.
- California Association of Secondary-School Administrators—*Harold B. Brooks*, Principal, Benjamin Franklin Junior High School, 728 Cherry Avenue, Long Beach 13, California.
- Colorado Association of Secondary-School Administrators—*Maurice W. Jessup*, Principal, Meeker Junior High School, Greeley, Colorado.
- Connecticut High-School Principals Association—*George R. Perry*, Principal, Bloomfield High School, Bloomfield, Connecticut.
- Delaware Association of School Administrators—*Robert C. Stewart*, Director, Research and Publications, State Department of Public Instruction, Dover, Delaware.
- District of Columbia Association of Secondary-School Principals (Divisions 1-9)—*Boise L. Bristol*, Board of Education, Ross Annex, Washington, D.C.
- District of Columbia Board of Senior High-School Principals (Divisions 10-13, Sr.)—*Charles S. Lofton*, Principal, Dunbar High School, Washington 1, D. C.
- District of Columbia Board of Junior High-School Principals (Divisions 10-13, Jr.)—*L. R. Evans*, Principal, Shaw Junior High School, Washington, D. C.
- Florida Association of Secondary-School Principals—*E. B. Henderson*, Executive Secretary, Florida Education Association, 220 Centennial Building, Tallahassee, Florida.
- Georgia High-School Principals Association—*H. C. Boston*, Principal, Murray County High School, Chatsworth, Georgia.
- Idaho State Representative—*George H. Fields*, Principal, Senior High School, Boise, Idaho.
- Illinois Secondary-School Principals Association—*R. L. McConnell*, Principal, Senior High School, Champaign, Illinois.
- Indiana Association of Secondary-School Principals—*James F. Conover*, Principal, Garfield High School, Terre Haute, Indiana.
- Iowa Association of Secondary-School Principals—*Delmer H. Battrick*, Principal, Callanan Junior High School, Des Moines, Iowa.
- Kansas Association of Secondary-Schools and Principals—*Glenn E. Burnette*, Principal, Junior High School, Manhattan, Kansas.
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- Louisiana Principals Association—*W. W. Williams*, Principal, High School, Minden, Louisiana.
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- Maryland Educational Pioneers of Secondary-School Principals (*Colored*)—*Ulysses S. Young*, Dean of State Teachers College, Bowie, Maryland.
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- Massachusetts Junior High-School Principals Association—*John J. Corcoran*, Principal, Norwood Junior High School, Norwood, Massachusetts.
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- Minnesota Association of Secondary-School Principals—*G. R. Imbody*, Principal, Junior-Senior High School, Owatonna, Minnesota.

- Mississippi Association of Secondary-School Principals—*Margaret D. C. Martin*, Principal, High School, Natchez, Mississippi.
- Missouri Association of Secondary-School Principals—*Noah E. Gray*, Principal, High School, Sikeston, Missouri.
- Montana Association of School Administrators—*Norman E. Korn*, Superintendent of Schools, Box 156, Gardiner, Montana.
- Nebraska Association of School Administrators—*R. C. Andersen*, Superintendent of Schools, Madison, Nebraska.
- New Hampshire Headmasters Association—*Frederick C. Walker*, Headmaster, High School, Dover, New Hampshire.
- New Jersey Secondary-School Principals Association—*G. Harvey Nicholls*, Principal, High School, Bound Brook, New Jersey.
- New Mexico Secondary-School Principals Association—*David St. Clair*, Principal, Clovis High School, Clovis, New Mexico.
- New York State Association of Secondary-School Principals—*John W. Turner*, Principal, Chautauqua High School, Chautauqua, New York.
- New York City High-School Principals Association—*Vincent McGarrett*, Principal, High School of Commerce, New York, New York.
- New York City Junior High-School Principals Association—*Irvin Sulo Hecht*, Principal, Andries Hudde Junior High School 240, Nostrand Ave. & Avenue K, Brooklyn 10, New York.
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- North Dakota Principals Association—*Myron Fabey*, Principal, High School, Rugby, North Dakota.
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- Oregon High-School Principals Association—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.
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- Rhode Island Secondary-School Principals Association—*George R. Thompson*, Principal, Oliver Hazard Perry Junior High School, Providence, Rhode Island.
- South Carolina Department of Secondary-School Principals—*Madison W. Breland*, Assistant Principal, Greenwood High School, Greenwood, South Carolina.
- South Carolina High-School Principals Association (colored)—*C. C. Woodson*, Principal, Carver High School, Spartanburg, South Carolina.
- South Dakota Association of Secondary-School Principals—*George W. Janke*, Principal, Senior High School, Mitchell, South Dakota.
- Tennessee Association of Secondary-School Principals—*Howard G. Kirksey*, Professor of Education, Middle Tennessee State College, Murfreesboro, Tennessee.
- Texas Association of Secondary-School Principals—*W. I. Stevenson*, Principal, Milby Senior High School, Houston, Texas.
- Utah Secondary-School Principals Association—*William P. Miller*, Assistant State Superintendent, Department of Public Instruction, Salt Lake City, Utah.
- Vermont Headmasters Association—*Joseph A. Wiggin*, 92 State Street, Montpelier, Vermont.
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- Virginia Teachers Association (Colored)—*J. F. Banks*, Principal, Christiansburg Industrial Institute, Cambria, Virginia.
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THE PRINCIPAL AND PROFESSIONAL ASSOCIATIONS

I AM a member of the National Association of Secondary-School Principals and the National Education Association because I am convinced that membership in these organizations is one of my professional obligations. The National Association of Secondary-School Principals and the National Education Association has over the years added stature to the principalship. But there is still a task ahead. There always will be. For this reason I plan to continue my membership and interest in these associations. It pays. The results benefit our youth, myself, and the profession to which I belong.

I believe also in belonging to local, state, and national educational associations. I appreciate and support any organization in the nation that is working to improve educational opportunities for our children and youth. I seek to encourage membership in professional organizations where teachers meet as teachers to determine policy and programs of action affecting them and the schools which they represent.

Here is a real challenge to the principal as a leader. How can he present to the members of his staff an understanding of the values in professional organizations without at the same time creating the impression that behind his views are the pressures of his office?

I am persuaded that the secondary-school principal has a duty to make clear to his staff the benefits that flow from professional organizations—local, state, and national—and that administrative compulsion should be avoided in enrolling members. The basic need is for understanding. Right decisions will generally follow when understanding is present.

The publications and the conventions of our state and national education associations are important media where new ideas are checked against current practices, where policies originate and action programs are established. They also play a major role on all legislative fronts. It is in the local association, however, that our profession attains its highest democratic expression, where our greatest strength does and should exist.

Among many things, I am, therefore, convinced that I have an obligation to support, through membership and other means of co-operation, my professional associations; that, as one in a position of leadership, it is my duty to create opportunities for sharing information about such organizations with members of the faculty with whom I work; and it is my duty, esteemed as an important privilege, to encourage membership in local, state, and national education associations.

LLOYD S. MICHAEL

*Principal, Evanston Township High School
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